DOCUMENT RESUME

ED 118 786 95 CE 006 316

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TITLE A Proposal to Develop and Implement a Comprehensive Career Education Program K-14 in a Three-County Non-Urban Area in Missouri. Interim Report.
INSTITUTION State Fair Community Coll., Sedalia, Mo.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
REPORT NO VT-102-517
BUREAU NO P7135VW
PUB DATE Jun 75
GRANT OEG-0-73-5311
NOTE 116p.

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage
DESCRIPTORS *Career Education; Developmental Programs; Elementary Secondary Education; Followup Studies; Graduate. Surveys; Post Secondary Education; *Program Descriptions; *Program Evaluation; Questionnaires; *Rural Areas; Summative Evaluation; *Surveys; Teacher Response
IDENTIFIERS Missouri

ABSTRACT

Covering the period of June 1974 to May 1975, the report describes and evaluates the second year activities of a comprehensive K-14 career education project in a three-county rural area of Missouri. As a result of the third party evaluation the following conclusions were reached. The project has had a desired positive impact on teachers in the 10 school districts served, has established communication between project staff and the schools, and has been active and moderately effective in the area of placement services. Considerable use of audiovisual materials was made with 92% of the respondents rating the materials as good or excellent. Inservice training was provided to all professional members in 9 of the 10 districts with the "how to" type of workshops and on-site assistance receiving high ratings. No significant difference was shown from the test data in grades 3 and 9 between nonparticipants and participants on self-awareness, and knowledge about jobs and career decisions. Results of the test data in grade 12 showed significant differences between mean scores of participants and the normative groups. Appendixes include lists of personnel, resource materials, sample survey instruments, other project-related materials/information, and a bibliography. (Author/SJ)

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INTERIM REPORT

Project No. FT135VW
Grant No. OEG-0-73-5311

A Proposal To Develop And Implement A Comprehensive Career Education Program K-14 in a Three-County Non-Urban Area in Missouri

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

James L. Navara
State Fair Community College
Sedalia, Missouri 65301

June, 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

James L. Navara
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June, 1975

VT 102517

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SUMMARY

State Fair Community College in cooperation with ten area school districts was selected by the United States Office of Education to administer a career education grant program under the provision of Section 142 (c) of Part D of the Vocational Education Amendments of 1968. This interim report is for the second year reporting period from June 1, 1974 to May 31, 1975.

The major purpose of the project was to develop and implement a comprehensive program of career education K-14 in a three-county non-urban area in Missouri. The components of the program are (1) Career Awareness and Career Development K-6, (2) Career Exploration and Work Experience, grades 7-9, (3) Secondary Component, grades 10-12, (4) Curriculum Development and Implementation of Cluster Occupations in grades 11-12 with articulation into grades 13-14 career programs, and (5) Job Development, Placement, and Follow-up.

The major goals of the project are: (1) To implement a broad program of career awareness K-6 by providing materials and technical assistance to all participating schools; (2) To implement a broad program of career exploration 7-8 identifying and utilizing community resources and by providing materials and technical assistance to all participating schools; (3) To develop activity guides related to subject matter areas that can be integrated into the existing school curriculum at grades 10-12; (4) To expand skill training opportunities available to youth in grades 11-12 through the design and implementation of cluster curriculum and to provide for advanced placement into career programs in grades 13-14; (5) To design and implement a comprehensive program of job placement and follow-up services to assist youth leaving the school system in securing employment.

The goals for the second year of the project were achieved through a combination of in-service meetings with project schools, designated teachers, administrators, guidance counselors, and curriculum development activities carried on with the use of advisory committees. During the month of August 1974, one day in-service sessions were conducted with nine of the ten participating school districts. Involved with the in-service sessions were all professional staff members of the districts. A total of 711 or 98.8 percent of the staff members attended the one day in-service meetings.

In Component I (Career Awareness K-6) three in-service meetings were conducted with 23 designated teachers (grades three and four) from the ten participating school districts. The purposes of the in-service meetings were to orient teachers to career education and to develop and implement a curriculum guide for grades three and four. In addition to these formal in-service sessions, weekly informal meetings were held in area schools.

In Component II (Career Exploration and Work Experience 7-8-9) three in-service meetings were conducted with 14 designated teachers from the ten participating school districts. The purposes of the in-service meetings were to orient teachers to career education and to develop and implement curriculum guides for grade levels seven through nine.

In addition to the curriculum development activities, the audio-visual library established at State Fair Community College increased the number of books, phamphlets, kits, films and other resource materials available for use in the participating schools.

Of the 676 ninth grade students that filled out career exploration/observation interest forms in April 1974, 97 of these students participated in the program at least once during the summer months. In addition to these students, 1,817 8th and 9th grade students have been surveyed for this year and career exploration and observation sites are being arranged for the student's first, second, and third choice of occupational area of interest.

After having completed the first year of the project, an addendum to the overall project proposal was submitted and approved by the Regional Office, Kansas City, Missouri. This addendum established the Secondary Component (10-12) and three in-service meetings were conducted with 21 secondary teachers. The purposes of the in-service meetings were to orient teachers to career education and to develop and implement curriculum guides for grade levels 10-12.

In the cluster curriculum development area, two additional occupational areas were developed. These included Health Occupations and Marketing Occupations and will provide the basis outline for these courses offered in the Secondary Area Vocational School at State Fair Community College.

In the Job Development, Placement and Follow-up Component, meetings were held with area guidance counselors and other representatives to further the development of the centralized job placement office for graduating seniors. A total of 163 seniors registered with the placement office for placement after graduation. Also completed was the Follow-up Survey, 1974 Graduates. Of the 860 graduates, 834 or 96.98 percent were contacted and 33.37 percent were employed full-time, 48.61 percent were enrolled in a four year college, technical school, or correspondence school, 4.54 percent were in military service, 3.95 percent were housewives, 6.28 percent were unemployed and 3.02 could not be located.

Results and accomplishments for this project year can be summarized as follows: (1) An all day in-service meeting was conducted for all professional staff members in the ten school districts; (2) The audio-visual library was expanded to include additional books, pamphlets, films and other resource materials; (3) Guides were developed in grades 3-4, 7-8-9, and 10-12; (4) Cluster curriculum guides were developed in Marketing and Health Occupations; (5) Expansion of the centralized placement office and completion of the follow-up study of 1974 graduates; (6) The junior high exploration/observation program was expanded to include all 8th and 9th grade students; (7) A new component (Secondary 10-12) was established to provide in-service training for secondary teachers; (8) Development of several audio-visual presentations that may be used in the classroom; and (9) Approval of a release time Career Education Coordinator (1 day per month) for each building for the 1975-1976 school year.

Third party evaluation for the project was on a contract basis with Development Associates, Inc., Washington, D.C. Project Director of evaluation was Mr. Mike Juarez, Area Manager, Development Associates, Denver, Colorado. The evaluation of the project was according to the Draft Guidelines for the Evaluation of Career Education Programs, published by the United States Office of Education, and centered upon student out-comes in grades 3-9-12, teacher evaluation of materials, audio-visual library usage, and management of the project.

A number of conclusions and recommendations may be drawn from the activities and findings of the Career Education Project for the second year. The major conclusions are:

1. The data suggests that the project has made a desired positive impact on teachers in the ten school districts and has been effectively managed.

2. The line of communication between schools and project staff is well received and well established.

3. In-service training was provided to all professional members in nine of the ten school districts.

4. Results of the student test data in grades 3 and 9 showed no significant difference between non-participants and participants.

5. Results of the student test data in grade 12 showed significant difference between participants and non-participants.

6. Considerable use of audio-visual materials made available through the project took place.

In terms of recommendations, the following are being considered:

1. Continue providing on-site assistance to all teachers with staff personnel spending three to four days per week in the schools.

2. Use unobligated funds from this fiscal year to organize in-service sessions for teachers during the summer months.

3. Continue providing audio-visual library services as well as additional acquisition of career education materials.

4. Continue providing three days of in-service training for designated teachers in various grade levels.

PROBLEM

For large numbers of youth, the public school system represents a maze of meaningless activity leading nowhere. They fail to see any relationship between their current school experience and some identifiable step beyond school. Such a view is especially common to the large percentage who do not continue on to higher education.[1]

"There is something fundamentally wrong with the way in which youth move from school to work," states the National Committee on Employment on Youth. The teenage unemployment rate in this country--which ranges between 15 to 20 percent--is the highest of any western nation.

During 1970-71, 3.7 million young people left formal education. Of these, nearly 2.5 million lacked skills adequate to enter the labor force at a level commensurate with their promise. Many left with no marketable skill whatever. Some 850,000 dropped out of elementary or secondary school; 750,000 graduated from the high school general curricula; 850,000 left college without a degree or completing an organized occupational program. These people represent an educational outlay of 28 billion dollars--about one-third of the amount spent on education in the country last year.[2]

Commissioner Marland pointed out that the current vocational offerings in the nation's schools are not meeting the national manpower needs and that a priority of the U.S.O.E. will be to move present programs in low demand occupations to those where national shortages exist.[3]

The Federal Government is required to spend close to one billion dollars per year in manpower programs (such as the Job Corps and the Neighborhood Youth Corps) for youth unable to find their place in the labor market.

For the first time in the nation's history, substantial numbers of youth are challenging the work ethic. They are role-oriented rather than goal-oriented and some are even withdrawing from work as a life

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[1]Bottoms and Matheny, "Occupational Guidance, Counseling, and Job Placement for Junior High and Secondary School Youth," p. 1.

[2]Speech by Dr. Sidney P. Marland, Jr., delivered at the Conference of Pennsylvania Personnel and Guidance Association, Pittsburg, Pennsylvania, November 14-15, 1971.

[3]Speech by Dr. Sidney P. Marland, Jr., delivered to the National Association of Secondary School Principals, Dallas, Texas, January, 1971.

activity. A national survey of over 40,000 high school seniors indicated that 80 percent felt that they needed assistance with educational and career planning.[4]

Other groups have pointed to what they consider to be the problems. The National Advisory Committee on Vocational Education has stated:

> At the very heart of the problem is a national attitude that says vocational education is designed for somebody else's children. This attitude is shared by businessmen, labor leaders, administrators, teachers, parents, students. We are all guilty. We have promoted the idea that the only good education is an education capped by four years of college. This idea, transmitted by our values, our aspirations, and our silent support, is snobbish, undemocratic, and a revelation of why schools fail so many students.

The National Committee for the Employment of Youth states:

> Ours is a front-end loaded educational system. All the education comes in the beginning, and this is supposed to equip a person for work for the rest of his life. There is a linear lock-step that structures 12 or 16 or 20 years of school in the beginning and then no more school but only work. At school youth is taught not only what he or she can use immediately upon being employed but also that knowledge and skill which cannot be used, in many cases, until years later at the height of one's career. No effort is made to space out education to such periods as are more timely for its use. The inflexible and artificial separation of school from work prevents an orderly and logical sequence of learning and experience.

In response to these national shortcomings in our educational outputs, Commissioner Marland has called for a new orientation of education starting with the earliest grades and continuing through high school--that would expose the student to the range of career opportunities, help him narrow down the choices in terms of his own aptitudes and interests, and provide him with education and training appropriate to his ambition.[5]

The same conditions presented in U.S.O.E. and other statistics and verbalized by Marland are also present in Missouri. Data received from the Guidance Section of the Missouri State Department of Education indi-

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[4]Speech by Dr. Frank Wellman delivered at Four-State Regional Workshop on Career Education, Kansas City, Kansas, November 16, 1972.

[5]"Marland on Career Education," American Education Magazine, Reprint, November 1971.

cates that the Missouri dropout rate has increased from 14,733 in 1966-67 school year to 18,122 students in 1970-71 school year. During the same period of time, the percentage of high school graduates entering college has been declining (45 percent in 1966-67 to 41.17 percent in 1969-70).

Missouri youth are experiencing more difficulty in making the transition from school to work. In 1966-67, 30.1 percent of the high school graduates entered the job market. This percentage declined to 25.6 percent in 1969-70.[6]

In an attempt to combat the increasing numbers of dropouts, the Missouri State Department of Education Guidance Section is providing leadership to local school counselors in a program to identify potential school dropouts and provide these individuals with personalized counseling services. This program is not accompanied by a movement to change curricular patterns in the local school districts and counselors are limited to local school educational resources which in many cases are not geared to meet the needs of potential dropouts.

Dr. Frank Drake, Coordinator of Career Education, Missouri State Department of Education, expressed a concern for bringing vocational program offerings into a more direct relationship to current labor market needs and that this would be a number one priority of the Missouri State Department in new program planning.[7]

In an attempt to provide valid labor market data for local planning needs, the Missouri State Department of Education Research Coordinating Unit has obtained an Economic Development and Ozark Regional Commission Grant to develop a system (MOTIS) to collect, analyze, and disseminate labor market data. However, at the present time neither the Missouri State Department of Education nor any local school system is engaged in a program of curriculum development designed to broaden career opportunities keyed to Missouri's emerging labor market needs as identified by the system.

A Missouri State Department of Education draft publication concerning educational goals for Missouri states that each individual should be provided with systematic and sequential activities at all levels to facilitate educational-occupational decision making appropriate to his stage of maturation. These activities should be related to the social

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[6] Data received from Guidance Section, Missouri State Department of Education. Phone conversation with Charles Foster, Director of Guidance Services, on November 13, 1972.

[7] Speech by Dr. Frank Drake delivered to Missouri Guidance Association, Section of Missouri Vocational Association, Columbia, Missouri, July 1972.

significance of work, occupational exploration, occupational preparation, and adult occupational education.[8]

The availability of these planned career components within a school system has a direct relationship to their classification by the State Department of Education and is a cause of concern to Missouri school administrators and boards.

In many cases, they are not convinced that career awareness, career exploration, occupational preparation, and job placement are functions of the public schools. In those cases where boards and administrators are convinced of the value of a comprehensive program of career education, they lack the resources (finances and staff expertise) to design and implement a program broad enough to meet these total student needs. Bottoms states that the operation of a comprehensive program within the framework of a single school is beyond the resources of most schools and suggests that an operational model might cut across several systems.[9]

Bottoms also adds that experiences to promote career development for youth must be sequentially organized at all grade levels and cannot be a one-shot approach.

This proposed project addresses itself to the design and implementation of a broad comprehensive program of career education in a three-county (Saline, Pettis and Benton) non-urban area of Missouri.

There are no programs of Career Awareness and Development (K-6) in any of the schools located in the three-county area, and there are no continuous planned programs of career exploration and work experience in operation in any of the schools. Skill training at the high school level is available at the Marshall Area Vocational School and several of the other area comprehensive high schools. This skill training is not available to all 11th and 12th grade students in the area and no developmental work has been done in implementing the cluster curriculum concept to broaden career opportunities. Marshall Area Vocational School has added a placement specialist to their staff. (The placement program has not been completely developed to date.) School placement services are not available to the students in any of the other school systems cooperating in the project.

To our knowledge, no school system in Missouri (or combination of school systems) has implemented a comprehensive program of career education, K-14.

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[8]Mallory, Arthur L., Educational Goals for the State of Missouri, Missouri State Department of Education, Preprinted Copy, November 1972.

[9]Bottoms and Matheny, op. cit., p. 13.

GOALS AND OBJECTIVES OF PROJECT

1. To implement a broad program of career awareness K-6 by providing materials and technical assistance to all participating schools.

2. To implement a broad program of career exploration 7-8 by identifying and utilizing community resources and by providing materials and technical assistance to all participating schools.

3. To design and implement a broad program of work experience and work observation that would be available to all youth enrolled in grades 9-10 in the cooperating schools.

4. To expand skill training opportunities available to youth in grades 11-12 through the design and implementation of cluster curriculum and to provide for advanced placement into career programs in grades 13-14.

5. To design and implement a comprehensive program of job placement and follow-up services to assist youth leaving the school system to secure employment.

DESCRIPTION OF PROJECT

State Fair Community College, in cooperation with Marshall Public Schools in Saline County; Sedalia School District 200, LaMonte R-IV, Smithton R-VI, Green Ridge R-VIII, Hughesville, R-V, and Sacred Heart (a parochial school system) in Pettis County; Cole Camp R-I, Lincoln R-II, and Warsaw R-IX in Benton County; and other parochial and grade schools in the community college district, proposes to develop and implement a comprehensive program of career education in a three-county non-urban area of Missouri. The proposed components of the model are: (1) a program of career awareness and career development K-6, (2) a program of career exploration and work experience grades 7-10, (3) a program of skill and curriculum development in cluster occupations in grades 11-12 articulated with specific career opportunities at the post-secondary level 13-14, and (4) a planned program of job development and job placement for all individuals leaving the school system at any level. A model for the selection, development, and evaluation of materials and activities to be utilized within each of the components will be adopted or developed by the project staff.

The project is designed to serve a wide geographic area and a relatively large population of students, teachers, and school personnel in grades K-14. Appendix A contains a map of the three-county geographic area. Table 1, page 9 contains a list of the participating schools and quantifies the school population served by the project.

In order to involve representatives from each school district, community leaders, teacher education, State Department of Education personnel, and business and industry leaders, a project advisory committee was

Table 1
Descriptive Information About Districts
1974-1975

School	Elementary Level K-6				Junior High Level 7-8-9				Senior High Level 10-11-12			
	Stud.	Tchr.	Couns.	Bldg.	Stud.	Tchr.	Couns.	Bldg.	Stud.	Tchr.	Couns.	Bldg.
Cole Camp	329	21	0	*	170	**	***	*	157	18	1	1
Lincoln	244	16	0	1	139	**	0	*	119	14	0	1
Warsaw	486	21	1	2	265	**	***	*	222	58	1	1
Marshall	1331	76	1	7	634	40	1	*	561	27	2	1
Marshall Area Voc.	0	0	0	0	0	0	0	0	218	15	1	1
Sacred Heart	183	8	***	*	92	16	***	*	106	11	1	1
Hughesville	205	12	0	1	126	5	0	*	87	8	0	1
Sedalia 200	2497	146	2	8	902	45	2	1	1180	82	5	1
Green Ridge	253	13	0	*	126	13	***	*	110	12	1	1
Smithton	338	15	***	*	161	9	***	*	156	18	1	1
La Monte	184	11	***	1	94	**	***	*	90	14	1	1
Total	6047	339	4***	20*	2709	128	3***	1*	3006	277	14	11

* One building houses one or more levels
** Indicates that number of teachers overlap into another level
*** Indicates that counselors overlap into another level

State Fair Community College enrollment for 1974-1975 was 1094 full-time students with 68 full-time faculty.

organized the first year of the project to provide guidance and support to the project. The project advisory committee met once during this project year. Appendix B contains a roster of the project advisory committee members utilized the second year of the project.

Each school district also submitted a letter of commitment at the beginning of the second project year, outlining their commitment to the project for that year. A sample copy of the letter of commitment is included in Appendix C. In addition to the letters of commitment, each school board in the ten school districts adopted a policy statement regarding career education. A sample copy of the policy statement is included in Appendix D. Table 2, page 11, illustrates the commitment of the districts for the second and third years of the project.

The project components include (1) Career Awareness, grades K-6; (2) Career Exploration and Work Experience, grades 7-8-9; (3) Secondary Curriculum Development, grades 10-12; (4) Cluster Curriculum Development, grades 11-12; and (5) Job Development, Placement, and Follow-up Services. The five components are described in the following sections with information concerning methods, materials, instruments, and techniques used.

Career Awareness K-6

Component I involves career awareness in grade levels K-6. During the second year of the project, grade levels 3-4 were involved with the project. The major goals of this component are to:

1. Identify, collect, and select or repackage career awareness materials appropriate for use in area elementary school programs in grades K-6.

2. Develop and conduct workshops designed to orient local public schools to career education and career development theories and practices and to provide materials and professional assistance to elementary school personnel in integrating these materials into the curriculum.

3. Develop and mediate self-instruction packages to assist elementary school personnel in the use of the career development materials.

4. Provide materials at cost and professional assistance, as time is available, to other Missouri public school districts who desire to implement a career awareness program.

Three workshops for selected teachers in grades 3-4 were held during the second year of the project. Twenty-three teachers from the ten participating school districts attended the workshops. A list of the designated elementary teachers may be found in Appendix E.

Table 2
State Fair Community College
Career Education Project

School	1973-1974 Commitment			1974-1975 Commitment				Projected 1975-1976 Commitment[1]			
	Elem K-2	Jr.H 7-8-9	Placement	Elem 3-4	Jr.H 7-8-9	Secondary 10-11-12	Placement	Elem 5-6	Jr.H 7-8-9	Secondary 10-11-12	Placement
Hughesville	0	1	1	0	1	1	1	1	1	1	1
Cedalia	7	2	1	8*	2	7	1	8*	2	7	1
Lincoln	1	1	1	1	1	1	1	1	1	1	1
Smithton	3	2	1	1	1	1	1	1	1	1	1
Marshall	3	2	1	3	2	3	1	3	2	3	1
Warsaw	2	2	1	3	1	3	1	3	1	3	1
Cole Camp	1	1	1	1	1	1	1	1	1	1	1
Green Ridge	1	1	1	1	1	1	1	1	1	1	1
Sacred Heart	2	1	1	2	2	2	1	2	2	2	1
La Monte	1	1	1	1	1	1	1	1	1	1	1
Totals	21	14	10	21	13	21	10	22	13	21	10
N=45				*Does not include 2 elementary guidance counselors N=65				*Does not include 2 elementary guidance counselors N=66			

1 Designated teachers will be released for three days of in-service training to be conducted by SFCC Career Education Project Staff.

The purposes of the three workshops were (1) to orient teachers as to the philosophy and rationale of career education; (2) to provide teachers an opportunity to integrate career education goals and objectives into their existing curriculum; and (3) to develop a career education guide 3-4 that can be used in the participating school districts.

In addition to the three workshops, the Elementary Specialist spent three to four days per week in the area schools helping the teachers integrate career education into their course of study. Quarterly logs were filed to record visitations made to school districts. A copy of the log format may be found in Appendix F.

During the summer months, twelve elementary teachers were hired on a consultive basis for ten days to field-test the Career Education Implementation Guide K-2 developed the first year of the project. Appendix G contains the field-testing comments of this Summer Institute.

Career Exploration and Work Experience 7-9

Component II involves Career Exploration and Work Experience, grade levels 7-8-9. The major goals of this component are:

1. To identify and secure the cooperation of and train community resource people to assist school personnel with career exploration activities and to schedule these resource people into local classrooms.

2. To identify businesses and industries that would be appropriate for career exploration field trips and to coordinate field visitation by local students and teachers.

3. To develop work experience or observation stations for youth related to career clusters and to their tentative career choices.

4. To establish a library of commercially available career A-V materials on the college campus and supplement them with locally produced materials and to make these materials available to local teachers and school personnel.

5. To develop appropriate career exploration guides for use by local teachers and to conduct workshops and provide continued technical assistance to these individuals.

6. To develop an individualized mediated self-instructional package to assist teachers in using career exploration materials and A-V and community resources in their courses.

Three workshops for selected teachers in grades 7-8-9 were held during the second year of the project. Fourteen junior high teachers from the ten participating school districts attended the workshops. A list of the designated junior high teachers may be found in Appendix H.

The purposes of the workshops were (1) to orient teachers as to the philosophy and rationale of career education; (2) to provide teachers an opportunity to integrate career education goals and objectives into the existing curriculum; and (3) to develop nine subject matter guides, Career Exploration, Career Information, Home Economics, Social Studies, English, Science, Mathematics, Industrial Arts, and a Manufacturing unit covering all subject areas, that can be used in the participating school districts.

A second important aspect of the junior high component was the continuation of the audio-visual library that is housed at State Fair Community College. A resource list of materials housed at the audio-visual library was printed and distributed to all professional staff members in the ten school districts. Appendix I contains a list of books, periodicals, films, and other resource materials purchased for use in the participating schools.

Of the 676 9th grade students interviewed and surveyed in April 1974, 97 participated in the summer program and were scheduled into at least one career exploration observation site. Table 3, page 14, illustrates the follow-up responses from the first summer work exploration/observation program.

For the second year of the project, the work exploration and observation section of the junior high component was expanded. All 8th and 9th grade students of the ten participating school districts were interviewed and requested to fill out a student interest survey card in April-May, 1975. A copy of the student interest survey card may be found in Appendix J. Table 4, page 15, shows the number of students interviewed and their first, second and third choices of their occupational areas of interest.

In the summer of 1974, eighteen junior/senior high teachers were hired on a consultive basis for five days to visit area industries and businesses and develop materials that could be used in the classroom. Developed through this institute were three slide-tape presentations about careers in this area. These included Exploring Careers at Town & Country Shoe Company, Exploring Careers at Lamy Manufacturing Company, and Exploring Careers at Rival Manufacturing Company.

Secondary Component 10-12

After the completion of the first year of the project, staff members expressed concern that secondary teachers 10-12 who teach academic subject matter courses were not being involved under the present structure of the project.

With this in mind, an addendum to the original proposal entitled, "Secondary Component 10-12" was submitted and approved by the Program Officer, Regional Office, United States Office of Education, Kansas City, Missouri. The objectives of the Secondary Component 10-12 are:

1. To orient 10-12 teachers and students, administrators, and counselors from the ten project schools to the career education concept and to this project's philosophy and goals.

Table 3
Follow-Up Survey Data Work Observation Program
Summer, 1974

Question	Smithton N=76		Lincoln N=37		Warsaw N=77		Smith-Cotton N=378		Cole Camp N=56		Green Ridge N=32		Sacred Heart N=32		La Monte N=38		Total N=706	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Viewed Introduction to Program	51 91%	5 9%	33 89%	4 11%	59 77%	18 23%	310 82%	68 18%	55 98%	1 2%	26 81%	6 19%	30 94%	2 6%	33 87%	5 13%	597 85%	109 15%
Received Information during Summer	41 73%	15 27%	29 78%	8 22%	35 45%	42 55%	294 78%	84 22%	43 77%	13 23%	15 47%	17 53%	18 56%	14 44%	19 50%	19 50%	494 70%	212 30%
Did Not Participate in Program		38 68%		29 78%		68 88%		339 90%		43 77%		28 87%		29 91%		35 92%		609 86%
Participated in Program.....	18		8		9		39		13		4		3		3		97	
	32%		22%		12%		10%		23%		13%		9%		8%		14%	
Once	25%		13%		8%		8%		19%		9%		9%		8%			
Twice	5%		8%		2%		1%		3%		0%		0%		0%			
Three Times	2%		0%		1%		1%		0%		3%		0%		0%			
Experienced Change in Career Choice	8 44%	10 56%	3 38%	5 62%	5 56%	4 44%	20 51%	19 49%	3 23%	10 77%	3 75%	1 25%	0 0%	3 100%	1 33%	2 67%	43 44%	54 56%
Consulted Counselor	0 0%	18 100%	1 12%	7 88%	1 11%	8 89%	3 8%	36 92%	0 0%	13 100%	0 0%	4 100%	0 0%	3 100%	0 0%	3 100%	5 5%	92 95%
Changed Chosen * H. S. Courses	6 11%	17 30%	4 11%	5 13%	2 2%	16 21%	11 3%	70 18%	4 7%	15 26%	0 0%	9 27%	4 12%	3 9%	2 5%	5 13%	33 5%	140 20%
Would Like More * Exploration	47 84%	6 11%	31 83%	2 5%	53 69%	15 19%	310 82%	35 9%	48 86%	5 9%	31 97%	1 3%	28 87%	1 3%	30 79%	4 10%	578 82%	69 10%

"N" represents the number of students participating in the survey
*Percentages are calculated as to total number (N) of students from that school

Table 4
Exploration/Observation Student Interests

School District	Grade 8	Grade 9	1st Choice Occupational Area of Interest* A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Cole Camp	40	54	19	3	0	4	5	0	1	12	3	0	4	0	5	14	18
Lincoln	49	40	21	4	1	6	1	0	3	7	13	0	2	1	0	11	19
Green Ridge	37	36	18	5	0	2	5	0	2	6	8	1	3	0	3	7	13
Warsaw	82	78	26	12	2	10	4	0	0	18	22	0	2	0	18	9	26
Sacred Heart	33	29	13	4	1	4	3	0	3	4	8	1	4	1	5	4	7
Smithton	45	51	14	2	2	11	4	0	5	12	7	1	3	2	3	11	19
Sedalia	379	371	118	43	16	55	49	3	23	75	66	5	10	7	201	137	111
Marshall	179	181	56	24	2	9	16	1	14	39	36	0	9	3	13	60	64
Hughesville	38	32	15	2	1	5	2	0	1	6	4	0	0	0	0	12	19
La Monte	32	31	13	1	1	1	4	0	2	3	6	0	1	1	0	10	15
TOTAL	914	903	2nd Choice Occupational Area of Interest*														
Cole Camp	40	54	8	2	1	9	6	0	5	4	6	1	1	1	5	24	13
Lincoln	49	40	15	6	0	3	1	0	7	5	10	0	0	3	5	12	21
Green Ridge	37	36	15	1	0	4	10	0	3	2	2	2	5	0	1	12	12
Warsaw	82	78	23	19	0	11	12	1	19	7	9	12	0	1	3	20	27
Sacred Heart	33	29	6	2	2	4	0	0	5	3	5	0	3	0	7	13	12
Smithton	44	51	13	5	3	8	10	0	4	2	8	4	2	0	0	11	19
Sedalia	359	337	99	48	13	40	42	6	31	65	61	9	28	9	6	133	106
Marshall	157	133	62	32	7	15	16	0	13	33	21	0	8	3	11	53	49
Hughesville	36	27	9	3	0	4	6	0	0	4	7	0	0	0	0	15	15
La Monte	31	26	11	0	0	7	5	0	3	5	2	0	1	1	1	9	12
TOTAL	868	811	3rd Choice Occupational Area of Interest*														
Cole Camp	40	54	13	2	2	3	1	1	8	7	4	3	3	1	2	9	25
Lincoln	49	40	17	2	1	4	5	0	4	6	9	0	3	0	3	12	16
Green Ridge	37	36	10	4	0	2	6	0	1	7	6	2	4	0	0	11	15
Warsaw	82	78	15	7	2	13	7	1	6	12	9	0	4	1	3	26	27
Sacred Heart	33	28	5	3	2	6	5	0	2	3	4	2	5	0	1	10	13
Smithton	42	45	18	3	3	9	2	0	1	4	7	2	4	2	2	17	13
Sedalia	330	274	82	36	14	36	30	3	33	43	42	7	36	7	23	109	102
Marshall	133	134	41	23	3	21	24	2	12	22	13	0	9	5	13	38	41
Hughesville	33	22	6	2	0	1	0	0	5	9	4	2	1	1	2	9	13
La Monte	28	26	9	2	2	4	2	0	1	3	7	0	2	0	1	10	11
TOTAL	807	737															

CODE:

A=Ag-Bus & Natural Resources
B=Business & Office
C=Communications & Media
D=Construction
E=Consumer & Homemaking
F=Environment
G=Fine Arts & Humanities
H=Health
I=Hospitality & Recreation
J=Manufacturing
K=Marketing & Distribution
L=Marine Science
M=Personal Service
N=Public Service
O=Transportation

*Numbers representing occupational areas of interest are duplicated because of:

1. Students listed more than three choices.
2. Some job titles fell into more than one cluster.
3. Some students did not list their areas of interest.

2. To actively involve as many school people as possible from the project schools in integrating career education activities into the present curriculum and thereby firmly establish the career education concept.

3. To develop guides of activities used and suggestions for strategies to effectively integrate career education into the school curriculum to be used by the project schools and disseminate to other secondary schools interested in implementing a program of career education.

In order to accomplish these objectives, three workshops for twenty-one designated secondary teachers were conducted this project year. A list of designated secondary teachers may be found in Appendix K.

The purposes of the three workshops were similar to the elementary and junior high workshops as outlined in the previous sections. One secondary guide including eight subject matter areas was produced as a result of these workshops.

In addition to these workshops, the Secondary Curriculum Specialist spent three to four days per week in the schools working with staff members.

Career Cluster Curriculum Development 11-12

Component IV involves articulated occupational cluster curriculum development and implementation for grade levels 11-12.

The goals of this component are:

1. To develop six cluster curriculum guides appropriate for 11th and 12th grade levels, one in the area of Agriculture, one in Business and Office occupations, and in four other selected areas based on data collected by the Missouri State R.C.U.

2. To identify specific post-secondary curriculum related to the selected clusters, to develop guidelines for articulation and advanced placement, to suggest revisions in the post-secondary sequence, when appropriate, and to disseminate this information to all Missouri public schools and community colleges.

3. To implement on a regular vocational program basis the curriculum developed by the project staff. Business and Office and Agriculture clusters will be implemented at the end of the first project year and two additional clusters will be implemented at the end of each succeeding project year.

4. To assist other Missouri area schools, community colleges, and public school systems to implement career programs utilizing the materials developed by the project staff upon request and as time is available.

For the second year of the project, the curriculum development component identified marketing occupations and health occupations as the two areas for implementation.

Advisory committees for each occupational area were established to help in the identification of task analysis and to provide guidance and support to the project. Appendix L contains the names of the advisory committee members for marketing occupations and health occupations.

Meetings were conducted on a periodic basis to allow input from advisory committee members. Identification of competencies were completed after the task analysis and they are in the process of being developed into curriculum guides.

Table 5, page 18, shows the number of students and the occupational areas which will be offered at the area vocational school located at State Fair Community College for the 1975-76 school year. A total of 243 students have enrolled and will participate in these occupational programs. Four of the programs have been developed on a cluster basis and will provide the broad base approach to occupations. Two additional programs will be developed during the third year of the project.

Job Placement, Job Development, and Follow-up

Component V of the project involves the Job Placement, Job Development, and Follow-up activities related to career education.

The goals of this component are:

1. To establish a centralized placement office to serve as a clearinghouse of job information for all the schools cooperating in the project.

2. To provide job placement services to all students seeking full-time employment as they complete their programs of study and to place these individuals in fields related to their training.

3. To develop a working relationship with area employers and personnel managers and to conduct an organized program of job development.

4. To supplement local job openings with the Missouri State Employment Service's computerized statewide bank of job orders and job openings from other sources.

5. To design and implement systematic follow-up studies to determine placement and get a measurement of job achievement, adequacy of skill development, and worker mobility and provide the cooperating schools with this information concerning their graduates.

Each district designated at least one placement specialist to work with the project. In some cases, this person was the guidance counselor; while in smaller districts, it involved the principal or superintendent. A list of the designated placement specialists is included in Appendix M.

Table 5
Enrollment in Occupational Programs
Area Vocational School
1975-1976

School	Marketing[2]	Bus/Offc.[1]	Health[2] Occ.	AG[1]	Electronics	Auto Mech.	Welding	Bldg. Trades	Total
Cole Camp	0	5	2	1	0	2	0	4	14
Green Ridge	2	4	1	0	1	2	0	7	17
Hughesville	3	2	1	1	0	2	2	4	15
La Monte	4	3	3	3	2	2	2	3	22
Lincoln	2	4	2	5	1	0	1	0	15
Sacred Heart	3	2	3	2	1	1	1	1	14
Smith-Cotton	0	12	14	9	14	9	14	20	92
Smithton	4	6	4	8	0	1	2	4	29
Warsaw	6	3	3	5	2	0	6	0	25
Total	24	41	33	34	21	19	28	43	243

1. Cluster Programs Developed 1973-1974.

2. Cluster Programs Developed 1974-1975.

Component V of the project involved the development, utilization, and analysis of several instruments used to gather data concerning students, teachers, and guidance counselors related to job development, placement, and follow-up activities in the ten participating school districts.

All questionnaires were channeled through the respective placement specialist for that school district. In total, two survey instruments were utilized the second year of the project. These included the Career Education Job Placement Survey and the Telephone Follow-up Survey. Copies of the survey instruments may be found in Appendix N. In addition to survey questionnaires being utilized, several workshops were conducted with the designated placement specialists.

Objective five of the Job Placement, Job Development, and Follow-up Component was accomplished this project year by completion of the Follow-up Survey, 1974 Graduates. This sixty-seven page report completed with the cooperation and support of all ten participating districts provided data as to what happened to the 1974 graduates of these districts. Table 6 page 20, shows the composite results of the telephone survey. A workshop was held with area administrators and counselors to discuss the results of this year's follow-up activities and to design the follow-up instrument that will be used to follow-up the 1975 graduates.

Again this year, two school districts, Sacred Heart and Smithton, elected to continue with Project Discovery, the two week released time work experience program for seniors. A total of 43 students participated in the two week work experience program.

In addition to these activities, meetings were conducted in each of the area schools; and graduating seniors were given the opportunity to register for the job placement services available through the project. A total of 163 seniors registered with the Job Placement Specialist. Contacts were made with area businesses and industries to place students in their area of interests.

Table 6
Results of Telephone Follow-Up Survey
1974 Graduates

School	Work Full Time	Work Part Time	Work Full Time School Part Time	Work Full Time School Full Time	Work Part Time School Part Time	School Part Time Work Part Time	School Part Time	School Full Time	Armed Forces	Housewife	Unemployed-Want Work	Not Seeking Work	Not Located	TOTAL
Warsaw	29	0	1	0	0	0	0	26	5	5	5	1	7	79
Lincoln	9	0	0	1	0	0	0	10	2	2	3	1	1	29
Cole Camp	18	0	1	0	2	4	1	14	2	1	5	0	4	52
Green Ridge	13	1	0	0	0	3	0	11	2	1	3	0	2	36
La Monte	12	1	0	0	2	0	0	12	4	2	1	0	0	34
Smithton	10	2	1	0	0	6	0	11	2	2	0	1	0	35
Sacred Heart	6	1	1	0	5	7	0	3	1	0	3	0	0	28
Northwest	7	0	1	1	1	3	0	12	1	1	1	0	0	28
Smith-Cotton	97	6	0	0	19	41	1	114	12	12	15	6	12	336
Total	201	11	5	2	29	64	2	213	31	24	36	9	26	655
Percentage	30.7%	1.8%	.8%	.03%	4.5%	9.99%	.03%	32.6%	5%	3.7%	5.5%	1.5%	4.0%	
Total Above	212		100				215		31	24	45		26	
Marshall*	75		5				98		8	10+4	9		0	205
Total	287		105				313		39	34	54		26	860
Percentage	33.37%		12.21%				36.40%		4.54%	3.95%	6.28%		3.02%	100%

*Marshall High School was not included in the January 1975 follow-up of 1974 graduates. However, they did complete a telephone survey of 1974 graduates in September 1974 and the results of this survey reflect the Marshall High School findings from their September survey.

RESULTS AND ACCOMPLISHMENTS

The results and accomplishments for the second year of the career education project may be illustrated in the following manner.

1. Nine of the ten participating school districts conducted a one-day career education in-service meeting for all their professional staff. A total of 711 or 98.8 percent of the staff members attended this in-service meeting. Table 7 page 22, illustrates the members attending.

2. All school districts allowed their designated teachers to participate in the three days of in-service training to develop curriculum guides.

3. The monthly mailing of the Career Education Newsletter has been expanded to over 500 interested individuals as compared to about 300 last year.

4. Two short term summer institutes were conducted with individuals involved from the elementary, junior high, and secondary levels.

5. The audio-visual library was expanded to include newly purchased books, kits, guides, films, and other audio-visual materials. (See Third Party Evaluator's section for summary of Career Education Resource Center Usage Survey.)

6. The Junior High Exploration/Observation Component was expanded to offer 8th as well as 9th grade students in the ten districts, the opportunity to participate in the summer program. A total of 1817 students were interviewed for the exploration/observation program.

7. A new component (Secondary 10-12) was developed to provide in-service training to secondary teachers not already involved with the project. Twenty-one teachers (grades 10-12) were released for three days of in-service training to develop curriculum guides.

8. Staff members (Elementary, Junior High, Secondary, Placement and Audio-Visual) spent on the average of three to four days per week in the school working with designated and non-designated administrators, teachers, counselors and students.

9. The centralized job placement office was continued and expanded the second year of the project. This year 163 graduating seniors registered for these services. In addition to this, follow-up data was completed on the 1974 seniors from the ten school districts.

10. The formation of a guide for integrating career education into grades three and four which will be available by August for use by teachers.

Table 7
Career Education In-Service Meetings
Career Education Project
State Fair Community College
August 20-28, 1974

Date	Name of District	No. of Professional Staff Members	No. of Professional Staff Attending	Percentage Attending
August 20	Cole Camp	38	36	94.7%
August 21	Smithton	32	30	93.8%
	Green Ridge	25	25	100%
August 22	Warsaw	62	61	98.4%
	Lincoln	31	29	93.6%
August 23	Marshall	157	155	98.7%
August 27	Sedalia	325	325	100%
	Sacred Heart	25	25	100%
August 28	La Monte	25	25	100%
Totals		720	711	98.8%

11. The formation of nine junior high subject matter guides for use by junior high teachers in the participating school districts.

12. The formation of one secondary subject matter guide for use by secondary teachers in the three counties.

13. The development of two cluster curriculum guides in the areas of marketing occupations and health occupations.

14. Continued relations with Missouri University and Central Missouri State University by offering graduate credit in-service sessions through these two institutions.

15. All school districts agreed to continue and expand their commitment to the project for the third year. Also approved was the proposal to release a Career Education Building Coordinator for one day per month to coordinate career education activities in that building.

16. The development of a resource list of materials available through the Audio-Visual Library at State Fair Community College. Included in the list are the listing of over 350 items purchased for use in the area schools.

17. The completion of the follow-up study of the 1974 graduates and the report of their graduates to each school district.

18. The publication of the 1975 Career Education Job Placement Directory, which was made available to graduating seniors.

19. Completion of three slide-tape presentations about exploring careers at Town & Country Shoe Company, Lamy Manufacturing Company, and Rival Manufacturing Company. These 18-20 minute presentations are being used in the junior high grades for Career Exploration.

20. Development and completion of audio-visual materials that can be used in the schools. These materials include such items as slide-tape presentations, shoebox kits, posters, flip charts, and other materials.

EVALUATION OF THE STATE FAIR COMMUNITY COLLEGE CAREER EDUCATION PROJECT: 1974-75 SCHOOL YEAR

Submitted To:

STATE FAIR COMMUNITY COLLEGE
Sedalia, Missouri

Submitted By:

DEVELOPMENT ASSOCIATES, INC.
1521 New Hampshire Avenue, N. W.
Washington, D. C. 20036

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June 1975

I. PROJECT OVERVIEW

In 1972, the State Fair Community College in Sedalia, Missouri, recognized the benefits to be derived from implementing a program involving career education in the school districts that comprise the community college district. After several meetings with interested school districts, the community college submitted a proposal to the US Office of Education for development and implementation of a comprehensive career education program in ten districts in the three-county non-urban area served by the community college. In May 1973, State Fair Community College, in cooperation with the ten districts, received a grant of $159,153 to implement the proposal under Part D of the Vocational Education Act, as amended. While the original grant was for 12 months, it was understood that it could be renewed for an additional two years. Under the provisions of the Act, funds could not, however, be provided for a period of more than three years.

In addition to the federal funds, during the first year the community college committed the equivalent of $31,020 of its own resources to the effort. During the summer of 1973, a project director and other staff specified in the original proposal were employed. The project staff were physically located on the campus of the community college.

The primary thrust of the project during its first year involved inservice activities with teachers from various educational levels in each of the school districts. At the start of the school year, each district formally designated several teachers spanning the elementary, junior high, and senior high school grades as primary contacts with the project. It was understood that these teachers would assist in developing and testing curriculum and activity guides, would attend workshops and training sessions sponsored by the project, and generally would assist project staff in encouraging other teachers to implement career education concepts in their classes.

More specifically, during the 1973-74 school year, the project's efforts consisted of the following major activities:

- five inservice meetings and curriculum construction involving 20 elementary teachers (K-2) from 15 elementary schools;
- development of one elementary K-2 guide;
- five inservice meetings and curriculum construction involving 15 junior high teachers (7-9) from 10 schools;
- development of four junior high curriculum guides, in mathematics, science, social studies, and English;
- exploration and observation sites for 125 ninth grade students from eight schools;

- establishment of a library of commercially prepared materials for use by area school personnel;

- establishment of a centralized placement office, coordinated by the career education placement specialist at State Fair Community College;

- development of two cluster curriculum guides (agriculture and business and office) for use in grades 11-12 at the Area Vocational School.

Based on a successful first year, the career education program continued and expanded its activities during the 1974-75 school year. In addition to pursuing the basic goals and objectives set forth in the original project proposal, an emphasis on grades 11 and 12 was added. As reflected in project planning documents, the broad goals for the 1974-75 school year have been:

- Career Awareness -- grades K-6;
- Career Exploration and Observation -- grades 7-9;
- Secondary Education -- grades 10-12;
- Career Preparation in Clusters -- grades 11-12;
- Job Placement and Followup Services;
- Articulation into Post-Secondary Programs.

To accomplish these goals, the project was awarded a second year grant from Part D in the amount of $159,662. In addition, the equivalent of $27,020 in local funds was budgeted.

During the school year the project staff has been composed of six full-time professionals. These are: Project Director; Elementary Curriculum Specialist; Junior High Curriculum Specialist; Secondary Curriculum Specialist; Job Placement Specialist; and Audio-Visual Specialist. As there was some staff turnover between the first and second years of operation, this was the first year in the project for three of the staff specialists.

During the past two years, the project has been managed in accordance with Management-By-Objectives procedures and techniques. At the start of the year, each staff member listed the key "effectiveness areas" associated with their position and a set of relatively specific objectives related to each effectiveness area. These were to be reviewed quarterly and, as of this writing, three quarterly reviews had been completed by the project staff. In general terms, the six professional staff members paid by the project expected to accomplish the following during the second year of operations:

- continue work with K-2 elementary teachers on an informal basis;

- field test elementary (K-2) curriculum guide with 12 elementary teachers;

- conduct three inservice meetings with 20 elementary teachers, grades 3-4, from 18 schools;

- develop one elementary curriculum guide, 3-4;
- continue work with junior high teachers (7-9) on an informal basis;
- conduct three inservice meetings with 14 junior high teachers from 10 schools;
- develop curriculum guides in grades 7-8-9;
- expand exploration/observation opportunities for all eighth and ninth grade students in 10 schools;
- conduct three inservice meetings with 21 secondary teachers (grades 10-11-12) from 10 schools;
- develop curriculum for two cluster programs (Marketin and Health Occupations) for the Area Vocational School;
- continue operation of audiovisual library; and
- expand the role of the placement office.

As indicated in the remainder of this report, the project has been reasonably successful in achieving its second year objectives. While this report will suggest areas in which expectations were not entirely achieved, in general the project has been well managed and is having a positive effect on the schools in the area.

II. EVALUATION QUESTIONS AND METHODS

The second year of the State Fair project began in July 1974. Due to a change in USOE policy, it was not possible for the project to arrange for a third party evaluation of the second year of operations until late October and it was not until January 1975 that the final agreement was made between Development Associates and the project. As a result, details of the evaluation design were not addressed until well past the mid-point of the second year.

In accordance with USOE policy, the Scope of Work for the evaluation prepared by State Fair Community College set forth six questions which were to be addressed by the third party evaluators. These six standard questions were supplemented by two others of particular interest to the project. Because of the delay in arranging for the evaluation, it was agreed that it would be necessary to modify several of the original evaluation questions. This was necessary because the phraseology called for obtaining measures of student performance at the start of the school year (i.e., the questions sought information regarding increases made by participating students). The original set of eight evaluation questions and the modifications necessitated by the timing of the evaluation are described below.

QUESTION 1. Have students who have participated in the project demonstrated an increase in self-awareness in grade levels 3 and 9?

During preliminary discussion with project staff, it was determined that the portion of the first question relating to ninth graders would not be addressed, since no specific effort had been directed toward increasing the self awareness of ninth graders.

With respect to third graders, it was recognized that given the time of the year it would be impossible to address the question as stated, since no pretest data were available. However, since there were some students in the district schools who had not been taught by teachers who were actively involved in the project, a comparison group was available. As a result, the following general question was substituted for the original:

> Do third grade students taught by teachers who participated in the project differ from non-participating third grade students with respect to self-awareness?

As the indicator of self-awareness as it related to the project activities, three sub-scales of the Self Observation Scale were selected. In combination, these three scales were judged to assess the extent to which students have "positive attitudes toward themselves."*

* Handbook for the Evaluation of Career Education (Draft). Prepared for USOE by Development Associates, Inc. August 1974, p. 64.

The three subscales are:

Scale I. Self Acceptance

Children with high scores view themselves positively and attribute to themselves qualities of happiness, importance, and general competence. They see themselves as being valued by peers, family, and teachers. Children with low scores see themselves as unhappy, lacking in general competence, and of little importance to others.

Scale II. Social Maturity

Children with high scores on this scale know how they are supposed to think and feel in a variety of social situations. They have learned the importance of such notions as "fair play," "sharing," "perserverance," "helpfulness," and "generosity." Children with low scores on this scale have not learned these notions and are likely to evidence behaviors that most adults would characterize as selfish, inconsiderate, or immature.

Scale IV. Self Security

Children with high scores report a high level of emotional confidence or stability. They feel that they are in reasonable control of the factors that affect their lives and spend little time worrying over possible troubles. Children with low scores on this scale worry a great deal. They are concerned that something bad may happen and report feelings of nervousness.

The Self-Observation Scale was administered in early May 1975, to a randomly selected group of 30 participating and 30 non-participating students. It was administered by project and local school personnel with the guidance of the evaluator. The 30 participating students were selected at random from the classrooms of participating teachers in the following elementary schools: Benton, Jefferson, Lincoln, Mark Twain, Warsaw North, and Washington. The 30 non-participating students were selected at random from the classrooms of non-participating teachers at: Green Ridge, Horace Mann, Warsaw North, and Washington. The test was scored by the publisher and analysis was carried out by Development Associates in Washington.

QUESTION 2. Have students who have participated in the project demonstrated an increased awareness of and knowledge about work at grade levels 3, 9, and 12?

During preliminary discussion it was determined that the project did not seek to affect student awareness of or knowledge about work at the third grade level, and this question was not addressed at that grade level. While it was appropriate at the ninth and twelfth grade levels, the absence of pretest data necessitated modifying the form of the original question. Since both participating

and non-participating students could be found at the ninth grade, but not at the twelfth, three forms of the question were posed. These are:

(1) Do ninth grade students who participated in the project differ from non-participating ninth graders with respect to knowledge about work?

(2) Do twelfth grade students who participated in the project differ from a normative group with respect to knowledge about work?

(3) Do twelfth grade students who participated in the project and whose teachers scored high on the questionnaire concerning the extent of implementing career education activities in the classroom differ from participating students whose teachers scored low on the same questionnaire?

The indicator of knowledge about work selected for both ninth and twelfth graders was Part 2 of the Career Maturity Inventory: "Knowing About Jobs."* This is a 20-item multiple choice test which addresses the general area of occupational information. The test has been used in evaluations of projects similar to the State Fair Career Education Project in all 50 states. The norms provided by the publisher are based on a sample of students from Iowa rather than a national sample; thus, they serve as a plausible standard for the State Fair Community College district, although they may not be appropriate for comparisons in other parts of the country.

The test was given to a random sample of students in early May 1975, in conjunction with Part 3 of the Career Maturity Inventory (see Question 3, below) by project and local school personnel, with the guidance of the evaluator. At the ninth grade, the sample of participating students was drawn randomly from the ninth graders in the five schools in which all ninth graders were taught by teachers who participated in project activities. As shown in Table 1, below, the number of participants in each school was based on the proportion of each school's contribution to the total number of participating ninth graders.

TABLE 1
NINTH GRADE PARTICIPANTS

School	Total Participants		Sample	
	N	%	N	%
Smithton	52	11	3	10
Cole Camp	61	13	4	13
Marshall	233	49	15	50
La Monte	36	8	2	7
Warsaw	96	20	6	20
TOTAL	478	100	30	100

* This test was cited as appropriate in the Handbook for the Evaluation of Career Education (Draft), p. 64.

In addition to the five schools cited in Table 1, two area schools (Hughesville and Green Ridge) were known to have some ninth grade teachers who were marginally involved in the project. Since it was estimated that in both cases these teachers taught a small percent of the ninth graders (less than 10 students in both cases), it was decided not to include students from these schools in the sample of either participants or non-participants. The sample of non-participating students was selected at random from the ninth graders in the three area schools in which no ninth grade teachers participated in project activities. The number selected from each school was in proportion to that school's contribution to the total number of non-participating ninth graders. Specifically, 15 students were selected from Smith-Cotten, eight from Lincoln, and 7 from Sacred Heart. The test was scored and analyzed by Development Associates in Washington.

No control group could be identified at the 12th grade. As a result, it was necessary to compare the scores of the 12th grade participants with the normative group for the Career Maturity Inventory, and also to make within-group comparisons based on the extent to which teachers indicated that they had implemented career education activities in their classrooms. The students tested were selected at random from the area high schools. The number selected from each school was based on that school's proportion of the total number of 12th grade participants. The specific size of the sample for each school is displayed in the table below. Because there were so few participants in Hughesville (8) and Smithton (4), they were excluded from the sample.

TABLE 2
SAMPLE OF 12TH GRADE PARTICIPANTS

School	Total Participants		Sample	
	N*	%	N	%
Cole Camp	36	5	3	5
Green Ridge	31	5	3	5
Hughesville	8	---	---	---
La Monte	21	3	2	3
Lincoln	20	3	2	3
Marshall	108	16	11	16
Sacred Heart	29	4	3	5
Smith Cotton	357	53	36	54
Smithton	4	---	---	---
Warsaw	69	10	7	10
TOTAL	671	99	67	101

* These figures are based on the estimates provided by schools on March 14, 1975.

In order to make within-group comparisons on the basis of teacher involvement, a questionnaire to be completed by each of the participating 12th grade teachers was developed by Development Associates and reviewed by project staff. A copy is shown in Appendix B. The questionnaire sought information regarding the extent to which teachers participated in project activities, the extent to which they implemented career education activities in their classrooms (regardless of whether or not the materials, concepts, etc., were related to project participation) and their attitudes regarding career education and the general goals of the State Fair project. In order to permit comparisons between groups of students on the basis of teacher responses on items pertaining to implementation of career education activities, a numerical value was assigned to each response option in that portion of the questionnaire. The questionnaire was self-administered and completed by the teachers in mid-May 1975; 15 of the 16 teachers to whom the questionnaire was given responded. The teacher questionnaires were scored and analyzed by Development Associates.

QUESTION 3. Have students who have participated in the project demonstrated increased competency in career decision making skills at grade levels 9 and 12?

Since no pretest data for either ninth or twelfth graders, and no group of non-participating twelfth graders which could serve as a control were available, the question was reformulated. The three questions which were addressed are:

(1) Do 9th grade students who participated in the project differ from non-participating 9th graders with respect to competence in making career decisions?

(2) Do 12th grade students who participated in the project differ from a normative group with respect to competence in making career decisions?

(3) Do 12th grade students whose teachers scored high on extent of implementing career education activities in the classroom differ from participating students whose teachers scored low on extent of implementation?

The indicator of competence in career decision-making selected for both 9th and 12th graders was Part 3 of the Career Maturity Inventory: "Choosing a Job."* This is a 20 item multiple choice test which addresses the general area of goal selection. As with Part 2 discussed earlier, this test has been used extensively in the evaluation of career education projects and although the norms are not based on a national sample they provide a plausible standard for the assessment of students in the State Fair Community College District.

The students tested and teachers surveyed with respect to this evaluation question were the same as those discussed in the context of Question 2 above. The same procedures were followed in scoring and analyzing the data.

* This test was cited as appropriate in the Handbook for the Evaluation of Career Education (Draft), p. 65.

QUESTION 4. To what extent were students who participated in the project and who left the project schools placed in a paid occupation, in further education, or in unpaid work that was consistent with their then current career choices, at all grade levels by school year?

Since the period available for this evaluation was between the months of March and May, it was not possible to address this question as originally posed; logically the question must be answered on the basis of information available regarding the current activities of former students and a knowledge of their career preferences at the time they left school. Although no information on career preferences was available, in January 1975 the project completed a survey of students who graduated from area high schools in the spring of 1974. In conjunction with project staff, it was determined that the most feasible approach to providing the best possible answer to this question would be to utilize the information available through the survey. As a result of this decision, our approach was to review the data collected and provide summary answers to selected questions it addressed. A copy of the placement report is available through the project. The questions for which data were available are:

(1) To what extent did students who graduated from project schools engage in further education and to what extent did they secure paid employment?

(2) To what extent did those students who graduated from project schools locate their employment through their school's guidance counselor and/or the Career Education Job Placement Service.

QUESTION 5. To what extent have job preparation opportunities been expanded for young people in grades 10 through 12 ?

The answer to this question is based on a comparison between the 1974-75 and 1975-76 school year vocational education courses offered to area high school students through the community college, and between the number of openings in each course in the two years. The community college serves as the area vocational school and has been the focus of project related efforts to expand the opportunities for young people to obtain employment-related training. Of necessity, the data for the 1975-76 school year are based on plans and student registrations for the next school year which were available in April 1975, while the information for the current school year is based on actual enrollment records. At the same time the information was collected, however, the plans for the 1975-76 school year were firm and there is no reason to believe that the courses will change or that there will be a major difference between the number of students registered and the actual number enrolled next fall.

QUESTION 6. How were the financial resources from Section 142(c) of Part D of PL 90-576 expended at each of the following grade levels: K-3, 4-6, 7-9, 10-12, and 13-14 for the 1974-75 school year?

The answer to this question is based on expenditure records made available by the staff of the community college. Since the project did not address the 5th and 6th grade levels, and no meaningful distinction could be made between activities at grades 3 and 4, project records were maintained in terms of kindergarten through 4th grade. As a result, the categories in the original question were modified to conform with the data available (i.e., K-4, 7-9, 10-12, and 13-14).

QUESTION 7. To what extent have students who have participated in the Career Education Project demonstrated increased competencies in vocational skills (Business and Office and Agriculture)?

Because no pretest data was available and because no standardized tests with appropriate norms could be located, it was decided jointly by Development Associates and the project staff that this question would not be addressed.

QUESTION 8. To what extent did teachers who have participated in the Career Education Project utilize career education audiovisual materials as provided by State Fair Community College?

The answer to this question is based on responses to a survey of teachers in area schools conducted by project staff during the winter of the 1974-75 school year. The questionnaire was developed by the project and administered to 128 teachers in the community college district. Development Associates reviewed the results of the survey based upon the 110 responses received, and has summarized the responses to the items pertaining to this evaluation question.

QUESTION 9. How do teachers who have participated in the project react to the project-developed curriculum guides and other forms of assistance?

This question was not among the original set of evaluation questions. It was added after discussion with project staff, who indicated a desire to have some indication of the reactions of the teachers with whom they were working. It was decided that primary interest was in the reactions of teachers in grades K-2, 7-9, and 10-12. It was further decided that a survey of teachers to provide this information should be a brief as possible. As a result, it was decided to use the same instrument discussed in the context of Question 2 for the senior high school teachers and to develop a brief questionnaire to be completed by a random sample of teachers in grades K-2 and 7-9. In both cases a random sample of 30 teachers from the area was selected. The teachers were given the instrument in early May and asked to complete it by May 15. In each group, only 15 teachers responded, and as a result of this low response rate, and because several of the respondents were unfamiliar with the project, the results of this survey should be viewed as only suggestive of teacher reactions; they cannot be considered as a valid basis for making projections to the entire area.

Summary

Due to factors beyond the control of the project staff, detailed planning for this evaluation did not occur until well past the mid-point of the school year. As a result, and because of other factors cited above, it was necessary to modify the set of evaluation questions posed by the US Office of Education. Summarized below are the questions which will be addressed in the following section of this report.

Question A: Do 3rd grade students of teachers who participated in the project differ from non-participating 3rd grade students with respect to self-awareness?

Question B (1): Do 9th grade students who participated in the project differ from non-participating 9th grade students with respect to: (a) knowledge about work, or (b) competence in making career decisions?

Question B (2.1): Do 12th grade students who participated in the project differ from a normative group with respect to: (a) knowledge about work, or (b) competence in making career decisions?

Question B (2.2): Do 12th grade students who participated in the project and whose teachers scored high on the questionnaire concerning the extent of implementing career education activities in the classroom differ from participating students whose teachers scored low on the same questionnaire?

Question C (1): To what extent did students who graduated from project schools engage in further education and to what extent did they secure paid employment?

Question C (2): To what extent did those students who graduated from project schools locate their employment through their school's guidance counselor and/or the Career Education Job Placement Service?

Question D: To what extent have job preparation opportunities been expanded for young people in grades 10 through 14?

Question E: To what extent did teachers utilize the audiovisual materials provided by the Career Education Resource Center?

Question F: How were the financial resources from Section 142(c) of Part D of PL 90-576 expended at each of the following grade levels: K-4, 7-9, 10-12, and 13-14, for the 1974-75 school year?

Question G: How do teachers who have participated in the project react to the project-developed curriculum guides and other forms of assistance?

III. FINDINGS AND DISCUSSION BY QUESTION

This section presents the findings and discussions with respect to the evaluation questions posed in Section II. As indicated previously, in addition to obtaining measures of student outcomes, we also surveyed teachers involved in the career education effort and used information from recently completed surveys by project staff where appropriate. Where information obtained through teacher surveys has a bearing on the student data, these findings will be presented in the context of the main evaluation question rather than separately in the context of the final question addressed.

Question A: Do 3rd grade students of teachers who participated in the project differ from non-participating 3rd grade students with respect to self-awareness?

1. Findings

As indicated in Section II, the measures used to answer this question were:

- Self-Observation Scale I: Self Acceptance
- Self-Observation Scale II: Social Maturity
- Self-Observation Scale IV: Self Security
- Scales I, II, and IV combined.

The definitions and rationales for these measures are presented on pp. 4-5. The findings, which are shown in Table 3, indicate that there were no significant differences between the two groups on these measures; thus the evaluation question must be answered negatively.

2. Discussion

There are several possible explanations for the failure to find significant differences between participants and non-participants at the third grade level. These may be summarized as follows:

- The nature of the outcome area measured is inherently difficult to assess. While the Self-Observation Scale is recognized as an acceptable instrument, it is possible that it is not sufficiently sensitive to detect small differences.

- It is generally contended that changes in self image typically require an extensive period of time or else highly intensive effort. Quite understandably, neither condition was met with respect to the third grade participants. The project was in its second year of operation and project staff had worked for less than one full year with the teachers of the participating students. Thus, these teachers had considerably less than a year for classroom implementation of the concepts and activities gained through their involvement with the

project. More specifically, at the third grade level the nature of the teachers' involvement in the State Fair project consisted primarily of attending several workshops during the course of the school year and implementing on an occasional basis some of the concepts and specific activities discussed. They also received the assistance and encouragement of the elementary curriculum specialist on an informal basis several times throughout the year. Unlike the teachers at the lower elementary grades (K-2), the third grade teachers did not have the benefit of a special activity or curriculum guide to assist them in the implementation of career education concepts. Rather, in accordance with project plans, they were involved during this second year of the project in the development of a guide which should be available for use next year. In summary, the teachers of the third grade participating students cannot be considered to have been intensely involved in the project. Thus, given the nature of the outcome area addressed, the extent of teacher involvement, and the possibility that the instrument was not as sensitive to subtle differences in students as one might wish, it is not particularly surprising that no significant differences were found between the participating and non-participating students.

TABLE 3

GROUP RESULTS FOR EVALUATION QUESTION A: Self-awareness in relation to project participation, Grade 3.

	Non-Participants	Participants	Significance of difference between means
Scale I: Self Acceptance			
Number of Cases	30	30	
Average Score	48.73	50.67	not significant
Standard Deviation	12.07	8.80	
Average Percentile Score	51.50	53.03	
Scale II: Social Maturity			
Number of Cases	30	30	
Average Score	55.63	56.20	not significant
Standard Deviation	9.73	5.38	
Average Percentile Score	64.00	63.83	
Scale IV: Self Security			
Number of Cases	30	30	
Average Score	51.27	51.03	not significant
Standard Deviation	8.58	11.70	
Average Percentile Score	54.13	53.83	
Scales I, II, and IV Combined			
Number of Cases	30	30	
Average Score	155.63	158.23	not significant
Standard Deviation	25.98	22.68	

It should be noted that even if the participating teachers had been involved with the project for a longer period (i.e., next year when they will have had between one and two years of involvement and the use of activity guides) the demands of their other classroom responsibilities are such that they may not be able to provide sufficiently intensive treatments in the area of self-awareness to permit detection of impacts by means of available instruments. This is a question which might profitably be addressed in the evaluation of the third year of the project.

Question B (1): Do 9th grade students who participated in the project differ from non-participating 9th grade students with respect to: (a) knowledge about work, or (b) competence in making career decisions?

1. Findings

As indicated in Section II, the measures used to answer this question were:

- (a) Career Maturity Inventory, Part 2: Knowing About Jobs;
- (b) Career Maturity Inventory, Part 3: Choosing a Job.

The definitions and rationales for these measures are presented in pages 6 and 8. The findings, which are shown in Table 4, indicate that the two groups did not differ in the mean scores obtained on either of the two measures, thus providing a negative answer to both of the above questions. It may be of interest to note, however, that the participating group's mean score on the job knowledge test, 15.17, was somewhat above the average of the norming group for the test, 11.35, and is in the 74th percentile based on the published norms.

TABLE 4

GROUP RESULTS FOR EVALUATION QUESTION B(1): Knowledge about jobs and competence in making career decisions in relation to project participation, Grade 9.

	Non-Participants	Participants	Significance of difference between means
Knowing About Jobs (CMI, Part 2)			
Number of Cases	30	30	
Average	14.27	15.17	not significant
Standard Deviation	4.43	2.96	
Percentile of Average Score	65	74	
Choosing a Job (CMI, Part 3)			
Number of Cases	30	30	
Average	12.80	13.53	not significant
Standard Deviation	3.58	3.49	
Percentile of Average Score	58	63	

2. Discussion

As with the 3rd grade results, several possible explanations for the lack of difference between the participants and non-participants suggest themselves. Again, the first is the sensitivity or the appropriateness of the measuring instrument used. While these parts of the Career Maturity Inventory have indicated differences between participants and non-participants in other Part D career education projects, it is possible that the specific treatments applied at this grade level were insufficient for obtaining measurable impacts with this instrument.

The second possibility is that there was something in the composition of the control group which confounded the results. One such possibility would be the level of their prior knowledge of the areas measured by the two tests. Specifically, it could be conjectured that since the majority of the control group students, but none of the participating students, came from Sedalia (50% came from Smith-Cotten and 23% came from Sacred Heart), the largest community in the area, the non-participants might be expected to perform better on the tests than the students coming from the smaller communities. In the absence of pre-test data, we could not directly test this hypothesis; however, we did investigate the possibility that students in one of the Sedalia control schools were significantly different from the participating students and found that there was no significant difference.

The most plausible area of explanation for the test results lies in the nature of the treatments actually received by the participating students. In response to the teachers' questionnaire, only one-third of the 9th grade teachers indicated that they had used one or more of the career related activities or units of study during the school year. Since these activities or units may have covered a wide gamut of work areas, i.e., those pertinent to Social Studies, English, Science, and Mathematics, the effects of the treatments applied by the minority of the teachers (one-third) would have been too diffuse to be manifest in the test results, assuming that the treatments would have had such an impact if applied universally.

Question B (2.1): Do 12th grade students who participated in the project differ from a normative group with respect to: (a) knowledge about work, or (b) competence in making career decisions?

Question B (2.2): Do 12th grade students who participated in the project and whose teachers scored higher on the questionnaire concerning the extent of implementing career education activities in the classroom differ from participating students whose teachers scored low on the same questionnaire?

1. Findings

The measures used to assess student knowledge about work and competence in career decision making were:

- Career Maturity Inventory, Part 2: Knowing About Jobs;
- Career Maturity Inventory, Part 3: Choosing a Job.

The findings, which are shown in Table 5 below, indicate that for both measures the mean score of the 12th grade participants was significantly higher than that of the normative group on which the test scores were standardized. Since it is not known whether this may also have been true prior to project participation, however, it is not possible to conclude that these findings resulted from project participation.

TABLE 5

GROUP RESULTS FOR EVALUATION QUESTION B(2): Knowledge about jobs and competence in making career decisions in relation to project participation, Grade 12.

	Participants	Normative Group*	Significance of difference between means
Knowing About Jobs (CMI, Part 2)			
Number of Cases	66	214	
Average	17.68	14.43	$P > .01$
Standard Deviation	2.33	4.67	
Percentile of Average Score	74	37	
Choosing a Job (CMI, Part 3)			
Number of Cases	66	206	
Average	15.11	12.90	$P > .01$
Standard Deviation	2.75	5.43	
Percentile of Average Score	52	36	

*Data from the Administration and Use Manual for the Career Maturity Inventory, published by CTB/McGraw-Hill, Monterey, Calif. 93940, 1973.

In order to learn more about the relation between project participation and the variables above, the scores of students whose teachers scored high on the questionnaire concerning extent of implementation of career education activities were compared with the scores of students whose teachers scored low in implementation. Unfortunately, since it did not prove possible to relate student scores to teacher scores in schools where students had several participating teachers, this analysis could only be applied to nine students in the "high" group and twelve students in the "low" group. The results, which are shown in Table 6, indicate that there was little difference between the two groups of students. A comparison of these two groups with scores of the other twelfth grade students also did not show significant differences, but even the "low" group scored somewhat higher than the normative group.

TABLE 6

KNOWLEDGE ABOUT JOBS AND COMPETENCE IN MAKING CAREER DECISIONS IN RELATION TO EXTENT OF TEACHER INVOLVEMENT IN PROJECT.

	Students of Teachers Reporting High Involvement	Students of Teachers Reporting Low Involvement	Significance of Difference Between Means
Knowing About Jobs (CMI, Part 2)			
Number of Cases	9	12	
Average	17.22	17.58	not significant
Standard Deviation	2.17	2.23	
Choosing a Job (CMI, Part 3)			
Number of Cases	9	12	
Average	14.56	14.67	not significant
Standard Deviation	3.24	3.75	

2. Discussion

Examination of the questionnaire responses of the 12th grade teachers indicates that there was a high degree of career education activity in their classes. All of the teachers included some activities, and almost all used career education materials; 73% used materials provided by the State Fair Media Center; 80% developed their own materials; and 60% used materials that were commercially developed and published. Almost 90% had attended curriculum workshops. These findings may be related to the students' high test performance. They reported more activities in relation to interpersonal skills and decision-making skills, however, than activities related to career exploration and job seeking, which may explain why the "high" implementers' students did not score higher than the "low" implementers' students, since tests are related to specific occupational knowledge. The questionnaire responses indicate that the teachers feel that specific work-related activities, such

as increasing vocational competence, job seeking skills, placement, and work experience are more the responsibility of the project staff, the counselors, and the business community, in contrast to the more general domains such as development of work values and habits, which they feel are more the teachers' responsibility. Considering their reported activities and their general enthusiasm for career education, it is plausible to conclude that the students probably did better than the normative group chiefly as a result of their teachers' classroom activities, and that if more specific job-related materials and units (which are in development) had been available, students with "high" implementation teachers would have scored higher than the students with "low" implementation teachers.

Question C (1): To what extent did students who graduated from project schools engage in further education and to what extent did they secure paid employment?

Question C (2): To what extent did those students who graduated from project schools locate their employment through their school's guidance counselor and/or the Career Education Job Placement Service?

1. Findings

As indicated in Section II, the telephone survey of 1974 graduates conducted in January 1975 for the graduates of nine schools and in September 1974 for the graduates of one of the schools provided the basis for answering this question. Of the 860 graduates of the ten schools, 97% were contacted by telephone and responded to the survey.

Summaries of the results of the telephone survey are presented in Tables 7 and 8. As Table 7 shows, of the 860 graduates, 287 (33.3%) were employed and not in school; 313 (36.4%) were enrolled in a two or four year college, technical school, or correspondence school and not employed; 105 (12.2%) were both employed and in school; 39 (4.5%) were in the military service; 36 (4.2%) were housewives who were not otherwise employed or in school; 54 (6.3%) were were not employed, in school, or in any of the other categories; and 26 (3%) could not be located.

TABLE 7

RESULTS OF TELEPHONE FOLLOWUP SURVEY*

1974 GRADUATES

School	Employed -- Not in school: Work full time	Employed -- Not in school: Work part time	Employed and in school: Work full time, School part time	Employed and in school: Work full time, School full time	Employed and in school: Work part time, School part time	In school and not employed: School Full time	In school and not employed: School Part time	Armed Forces	Housewife	Want work	Unemployed -- work	Not seeking	Not located	Total
Warsaw	29	0	1	0	0	0	26	5	5	5	1	7	79	
Lincoln	9	0	0	1	0	0	10	2	2	3	1	1	29	
Cole Camp	18	0	1	0	6	1	14	2	1	5	0	4	52	
Green Ridge	13	1	0	0	3	0	11	2	1	3	0	2	36	
La Monte	12	1	0	0	2	0	12	4	2	1	0	0	34	
Smithton	10	2	1	0	6	0	11	2	2	0	1	0	35	
Sacred Heart	6	1	1	0	12	0	3	1	0	3	0	0	27	
Northwest	7	0	1	1	4	0	12	1	1	1	0	0	28	
Smith-Cotton	97	6	0	0	60	1	114	12	12	15	6	12	335	
TOTAL	201	11	5	2	93	2	213	31	26	36	9	26	655	
PERCENTAGE	30.7	1.8	0.8	0.03	14.2	0.03	32.5	4.7	4	5.5	1.4	4.0		
TOTAL EACH CATEGORY	212		100			215		31	26	45		26	655	
MARSHALL**	75		5			98		8	10	9		0	205	
TOTAL	287		105			313		39	36	54		26	860	
PERCENTAGE	33.3		12.2			36.4		4.5	4.2	6.3		3.0	100	

* Adapted from Table I; Followup Study of 1974 Graduates; conducted by State Fair Community College, Career Education Project. January 1975

** Marshall High School was not included in the January 1975 followup of 1974 graduates. However, they did complete telephone followup survey of 1974 graduates in September 1974 and the results of this survey reflect the Marshall High School findings from their September survey.

Table 8 presents the responses to the question "Did you locate employment through your high school guidance counselor and/or the Career Education Job Placement Service." The question was asked of students in nine of the ten participating schools. As indicated, 50 (7.8%) of the 629 students asked the question indicated that they did locate employment through their school counselor or through the project's placement service; 335 (53.4%) said that they did not. Also as shown, the respondents who did find employment through their counselor or the project are not evenly distributed across the nine schools; over 70% of the students in one school received assistance while in two schools no students reported that they were helped either by their counselor or the project.

TABLE 8

GRADUATE RESPONSES BY HIGH SCHOOL TO THE QUESTION:

"Did you locate employment through your high school guidance counselor and/or the Career Education Job Placement Service?"

School	Yes		No		No Response*		Number of Respondents
	N	%	N	%	N	%	
Warsaw	6	8.3	22	30.6	44	61.1	72
Lincoln	0	0	8	28.6	20	71.4	28
Cole Camp	2	4.2	25	52.1	21	43.7	48
Green Ridge	0	0	29	85.3	5	14.7	34
La Monte	25	73.5	9	26.5	0	0	34
Smithton	5	15.1	2	6.1	26	78.8	33
Sacred Heart	4	14.3	24	85.7	0	0	28
Northwest	1	3.6	16	57.1	11	39.3	28
Smith-Cotton	7	2.2	200	61.7	117	36.1	324
Marshall**	0	0	0	0	0	0	0
TOTAL	50	7.8	335	53.4	244	38.8	629***

* Presumably, because they were not employed.

** Marshall is not included in this table.

*** 26 students could not be located.

Source: Adapted from Table XV; Followup Study of 1974 Graduates; conducted by State Fair Community College, Career Education Project, January 1975.

2. Discussion

Within the context of the State Fair project and career education efforts in general, the results of the survey are quite important. From a national perspective, the high rate of response and the detail of information obtained is noteworthy. On the basis of visits to similar projects in all fifty states, it is Development Associates' experience that relatively few programs have attempted to conduct such a survey, hence, unlike the State Fair project, they tend to operate without an indication of where they began and whether their efforts have made a difference. The fact that the survey was completed successfully by local school personnel is in itself a significant project outcome and one which should encourage other school systems to attempt to gather information on their graduates.

From the project's perspective the results have been viewed as indicating the need for special efforts in each of the school districts. The results have been used to stimulate local schools to take a more active part in the placement of their students and have led to some modifications in the project during the second year of operations. While it is not possible at this point to assess the impact of the project's second year efforts (this must await the graduation of the current senior class), a brief description of the project's placement efforts should be of interest. The description is presented in the subsection below. It is based on written project materials and interviews with project staff. On the basis of these interviews we conclude that the placement effort is being carried out essentially as planned.

3. Description of Project Efforts in Job Development, Placement and Followup

From the start of the project there has been a central placement office with a fulltime placement and job development specialist. The placement office has been designed to provide a variety of services. These are:

- To serve as a clearinghouse of job information for all schools cooperating in the project;
- To provide job placement services to all students seeking full time employment as they complete their programs of study and to place these individuals in fields related to their training;
- To carry out job development activities with area employers and personnel managers;

- To identify job orders and job openings in other parts of the state;

- To implement followup studies to determine placement and measurement of job achievement, adequacy of skill development, and worker mobility, and to provide the cooperating schools with this information concerning their graduates; and,

- To place students in post-secondary career programs related to their field of study in high school or area of special interest.

More specifically, the following procedures have been utilized during the current year:

- A "Job Vacancy Form" is used to gather information on job vacancies. Forms are completed during interviews with employers by phone or in person. Data is filed by programs in a three-ring binder notebook, which is always available for students' use in the placement office. An edited copy of the job vacancy form is sent to each school to read to classes, post on bulletin boards, etc.

- A job vacancy bulletin board is maintained in the Student Union of the community college. Students are asked to contact the placement office for more information or to schedule interviews if interested in openings. Full time vacancies are announced via memos to staff and the job vacancy bulletin board.

- All students and alumni utilizing the placement services complete a Placement Registration Card. The Placement Registration Card contains basic data about students which can be filed permanently and updated when necessary.

- All vocational-technical students complete a Student Placement Survey during a Job Placement Seminar. The tabulated and summarized results of the survey presents a view of what students have been doing regarding job hunting, what information students would like covered during seminar sessions, who is actively seeking employment, and guidance for the placement staff regarding areas of substantive and geographic concentration for further job development activities.

- After students have completed interviews, initial followup surveys are conducted and placement activities are summarized annually. An overall summary report will be written in mid-June and a followup survey of the effect of placement activities on graduates will be conducted nine months after graduation.

- Employers are actively recruited to interview on campus whenever feasible. Interview schedules are posted on the job placement bulletin board and sent to staff in memo form. Job interviews at company offices are coordinated through the placement office when it is impossible for company representatives to interview on campus.

- A Career Education Job Placement Directory has been prepared for the use of high school students who plan to enter the world of work after graduation. It is also used by high school counselors and other school personnel engaged in guidance and counseling activities. The directory provides information on local area businesses, industries, community resources, and sources of occupational information. A section is also included to aid students in job-seeking skills and to help them obtain a better understanding of the complex nature of the world of work. The contents of the directory include the following:

  - Businesses and Industries in Sedalia, Marshall, Warsaw, and Clinton
  - Partial Listing of Summer Jobs in Missouri Resorts
  - Community Resources
  - Free Occupational Information Sources
  - Information on Job-Seeking Skills
  - Community Profiles

Question D: To what extent have job preparation opportunities been expanded for young people in grades 10 through 14?

1. Findings

The focus of the career education project has been on the elementary and secondary grades. Thus, while the number of post-secondary vocational courses offered by the State Fair Community College has increased over the past several years (hence providing an increase in job preparation opportunities at grades 13-14), this increase cannot be directly attributed to project efforts. The impact of the project in this regard has been at grades 10 through 12.

The bases for answering the evaluation question at the high school level are: (a) a comparison between the number of vocational education courses offered area high school students through the community college in the 1974-1975 school year and the number scheduled to be given during the 1975-1976 school year, and (b) a comparison of the number of openings for high school students (i.e., course "slots") in the college's vocational courses in the 1974-75 school year and the number which will be available during the next school year. The results of this comparison are shown in Table 9. As the table shows, the number of courses to be offered in the 1975-76 school year will increase by one and the number of course openings will increase by 36 (17.6%).

TABLE 9
COMPARISON OF NUMBER OF VOCATIONAL COURSES AND COURSE OPENINGS OFFERED BY STATE FAIR COMMUNITY COLLEGE TO AREA HIGH SCHOOL STUDENTS: 1974-75 and 1975-76 School Years

Year	Business and Office	Health Occupations	Agriculture	Electronics	Auto Mechanics	Welding	Building Trades	Marketing	Total Students	Total Courses
1974-75	37	45	25	22	16	28	32	Not offered	205	7
1975-76	41	34	35	16	17	29	45	24	241	8
Percent Change	10.8	-24.4	40.0	-27.3	6.3	3.6	40.6	---	17.6	14.3

2. Discussion

Quite understandably, the number of vocational courses and course openings available to area high school students is not directly within the control of the staff of the career education project. The project staff is in a position to do little more than advocate the addition of courses and to assist in the preparation of courses where possible. On the basis of discussions with project personnel, it is apparent that they have played both these roles. While they do not suggest that they were responsible for the increases, they have urged the expansion of opportunities and were instrumental in the preparation of the curriculum to be used in the new marketing course. Thus, they clearly played a role in expanding the job preparation opportunities for high school students in the area.

The summer work observation program for ninth graders should also be noted in this contaxt. During the summer months, interested students from eight of the ten school districts were provided the opportunity to observe up to three occupational settings for at least one day each. The purpose of the program was to provide the students with an opportunity to observe several career areas in which they had particular interest and, where possible, to obtain "hands-on" experience. On the basis of a fifty-minute orientation given to all ninth graders in eight participating schools in the Spring of 1974, 436 students enrolled in the program. The program was well received by students and the community and is being repeated during the summer of 1975.

Question E: To what extent did teachers utilize the audio-visual materials provided by the Career Education Resources Center?

The staff of the SFCC Career Education Project prepared and administered a 12-item questionnaire on the usage of the resource center's material. The questionnaire, shown in Appendix B , was completed by 70 teachers, 15 counselors, and 25 principals. The results for the teachers will be presented first, followed by the results for the counselors and principals. The frequency distributions for the responses of the three groups are shown in Appendix B.

All but eight of the 70 teachers (89%) said that they had used materials from the resource center. Most of the teachers used kits (66%), followed by filmstrips (34%), and films and cassettes (27% each). The materials were used at all grade levels, and reached an approximate average of 35 students per teacher. Almost three-fourths of the using teachers shared the materials with at least one other staff member, most of whom used the materials in their classrooms. Of the 62 teachers who responded to the question, 61% rated the overall quality of CERC materials as excellent, and 31% rated them as good; only 8% said they were fair, and none said that the materials needed improvement. Related to this endorsement is the fact that 95% of the 59

teachers responding said they would attend a workshop to learn about additional materials. It is clear from these findings that the teachers surveyed were using the materials to a high degree and were pleased with their quality.

Almost half of the 25 principals and over half of the 15 counselors reported using resource center materials. These consisted chiefly of kits. The principals tended to use the materials at the elementary grades, probably during assembly programs, while the counselors tended to use them at the higher grades. As was the case with the teachers, the principals and counselors rated the materials as excellent or good, and expressed interest in attending workshops devoted to familiarization with additional material.

Question F. How were the financial resources from Section 142 (c) of Part D of P.L. 90-576 expended at each of the following grade levels: K-4, 5-6, 7-9, 10-12, and 13-14 for the 1974-75 school year?

A major purpose of a review of expenditure data is to provide an indication of the extent to which various components of the project were emphasized and the extent to which expenditures over the course of a year followed a relatively even pattern. Exceptionally high expenditures on selected components or at certain times of the year may shed light on project outcomes and lead to altering certain expectations. For example, the rationale for not addressing questions pertaining to student outcomes at the 6th grade level is based on the fact that no project funds were expended at that grade level.

Expenditure data by quarter are displayed in Tables 10 and 11. Table 10 shows the project expenditures for the six major components of the project. Table 11 shows expenditures by line-item budget category. The minor discrepancy between the figures on the two forms (approximately 1%) is explained by the difficulties inherent in estimating activity expenditures, given a reporting system established at the start of the fiscal year on the basis of line-item categories.

At the elementary level (K-6), all project activity was focused on grades K through 4, and no funds were expended on activities specifically designed for students in grades 5 and 6. No meaningful distinction in terms of expenditures could be made between grades 3 and 4, since the project records were maintained for the entire elementary level (K-4) component. It should also be noted that no funds are reported as expended specifically for grades 13 and 14. However, a portion of the time of the placement coordinator was devoted to performing followup studies and providing counseling to graduates of area high schools. In addition, a portion of the time of the central administrative staff of the project (shown under the "all school" category) was devoted to coordinating school activities with post high school activities of the community college, and materials from the audiovisual center were available for use by students at the community college (grades 13 and 14). Thus, while no specific allocation of funds for grades 13 and 14 could be reported, elements of two of the six major components did relate to these grade levels.

TABLE 10

PROJECT QUARTERLY AND TOTAL EXPENDITURES BY MAJOR COMPONENTS

1974-75 School Year

Type of Expenditure	First Quarter	Second Quarter	Third Quarter	Fourth Quarter	Total
By Project Component					
Grade K-4					
Personnel	3,260.00	5,660.00	2,910.00	2,910.00	14,640
Benefits	232.80	232.80	232.80	232.80	931
A. V. Materials	18.78	293.29	192.00	288.01	792
Printing (Duplication)	0	1,368.00	0	-0-	1,368
Travel	244.14	365.08	524.97	965.02	2,099
Total	3,655.72	7,919.17	3,859.77	4,395.83	19,830
Grades 7-9					
Personnel	8,454.00	2,670.00	2,670.00	2,670.00	16,464
Benefits	213.60	213.60	213.60	213.60	854
A. V. Materials	9.50	32.05	696.72	244.10	982
Printing (Duplication)	0	2,240.07	0	73.65	2,313
Travel	818.18	397.57	1,143.32	364.19	2,723
Total	9,495.28	5,553.29	4,723.64	3,565.54	23,338
Grades 10-12					
Personnel	2,910.00	2,910.00	2,910.00	2,910.00	11,640
Benefits	232.80	232.80	232.80	232.80	931
A. V. Materials	645.68	582.91	772.64	614.97	2,616
Printing (Duplication)	0	0	0	-0-	-0-
Travel	653.67	358.45	360.32	483.73	1,856
Total	4,442.15	4,084.16	4,275.76	4,241.50	17,044

TABLE 10 -- cont.

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter	TOTAL
Cluster Development 11-12:					
Personnel	4,761.98	2,272.12	2,786.34	4,437.51	15,265
Benefits	0	0	246.00	452.19	698
A. V. Materials	446.00	451.00	35.00	15.00	947
Printing (Duplication)	0	0	0	-0-	-0-
Travel	0	313.47	579.58	782.99	1,676
TOTAL	5,207.98	3,043.66	4,646.92	5,687.69	18,586
Placement Follow-UP:					
Personnel	970.00	2,790.00	2,790.00	2,790.00	9,340
Benefits	77.60	232.79	223.20	223.20	756
A. V. Materials	24.05	378.32	19.95	190.01	612
Printing (Duplication)	0	0	42.00	36.00	78
Travel	22.76	233.97	550.31	1,124.91	1,931
TOTAL	1,094.41	3,634.68	3,625.46	4,364.12	12,718
All School: [1]					
Personnel	10,269.93	12,002.00	11,175.12	10,547.39	43,994
Benefits	718.31	588.57	1,415.08	767.01	8,489
A. V. Materials	13.85	0	0	35.12	49
Supplies	569.08	1,395.08	1,229.07	885.53	4,049
Printing (Duplication)	249.76	1,319.08	501.67	(105.89)	1,965
Communications	582.14	885.30	1,263.66	1,560.60	4,162
Travel	875.40	636.46	3,710.85	1,665.67	6,888
Equipment		1,141.09	806.83	156.66	2,125
TOTAL	13,278.67 [2]	17,938.18	20,902.28	15,482.09 [3]	66,721
GRAND TOTAL					158,237

[1] Central Administration, audio-visual component, and other support services which cross all grade levels.

[2] Figure does not include $2,462.50 for Third Party Evaluation.

[3] Figure does not include $2,481.00 for Third Party Evaluation.

TABLE 11
BUDGET CATEGORY EXPENDITURE REPORT,
1974-75 School Year

Budget Item	6/1/74-8/31/74 First Quarter		9/1/74-11/30/74 Second Quarter		12/1/74-2/28/75 Third Quarter		3/1/75-5/31/75 Fourth Quarter		Total
	Federal Part D	Other Fed.	Federal Part D	Other Fed.	Federal Part D	Other Fed.	Federal Part D	Other Fed.	
Personnel Costs	29,065	-0-	27,339	-0-	26,205	-0-	26,265	-0-	108,874
Benefits	1,475	-0-	1,485	-0-	2,636	-0-	2,122	-0-	7,718
Travel (total)	2,800	-0-	2,827	-0-	5,863	-0-	5,387	-0-	16,877
Services (Duplication)	208	-0-	5,377	-0-	580	-0-	4	-0-	6,169
Supplies/Materials	2,257	-0-	2,917	-0-	2,261	-0-	2,273	-0-	9,708
Communications	857	-0-	825	-0-	844	-0-	1,561	-0-	4,087
Final Report Reproduction	-0-	-0-	168	-0-	-0-	-0-	-0-	-0-	168
Equipment	18	-0-	1,116	-0-	664	-0-	157	-0-	1,955
Other (Third Party Evaluation)	2,463	-0-	-0-	-0-	-0-	-0-	2,481	-0-	4,944
TOTAL	39,143	-0-	42,054	-0-	39,052	-0-	40,250	-0-	160,499

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The relative emphasis accorded various components of the project is shown in Table 12 below. As the table indicates, 13 percent of the funds were expended at the elementary level, 15 percent at the junior high school level, and 11 percent on general support activities at the senior high school level, and 12 percent on cluster development for grades 11 and 12. Eight percent of the funds were expended on the placement component and the remaining 42 percent on activities which cut across all grade levels.

TABLE 12
PROJECT EXPENDITURES FOR 1974-75 BY GRADE LEVEL

Item \ Grade Level:	K-4	7-9	10-12	Cluster 11-12	Placement	All School*	Total
Total $	19,830	23,338	17,044	18,586	12,718	66,721	158,237
% of Part D Funds	13%	15%	11%	12%	8%	42%	100%

* This category includes central project administration and support (project director, clerical staff, supplies, etc.), and the audio-visual component (audio-visual specialist, general purpose materials, etc.); both of these subelements relate to all other aspects of the project.

An indication of the relationship between expenditures and the number of students in the ten-district area is provided in Table 13 below. Expenditures in the "All school" category were eliminated in this table and the entire placement component was allocated to the senior high school level (i.e., ignoring the percent of placement resources devoted exclusively to counseling and followup activities of high school graduates). The table shows that 22% of the project funds were directed toward the 34% of the students in grades K-4, and the largest proportion of the funds was directed toward senior high school students.

TABLE 13
Comparison of % of project expenditures to % of students at selected grade levels in the 10 participating school districts, 1974-1975

Item \ Grade Level:	K-4	5-6	7-9	10-12	Total
Number of Students	3,991	1,779	3,188	2,788	11,746
% of Total Number of Students	34%	15%	27%	24%	100%
% of Part D Funds	22%	0%	26%	53%	100%

In general, review of the information contained in Tables 10 and 11 indicates that the project expended its federal funds at a relatively even rate throughout the school year. Further, it should be noted that the project expended essentially all of the Part D monies which were available. Consistent with these findings, interviews with and observations of project staff indicated that the project director reviewed expenditure reports on a regular basis and utilized expenditure data as a management tool.

Question C. How do teachers who have participated in the project react to project curriculum guides and other forms of assistance?

The responses of the 12th grade teachers were summarized in the discussion of the findings related to evaluation question B. Since only five of the 15 teachers surveyed in grades 7-9 reported using any of the Activity Guide, their responses will be omitted from the report. Below we summarize the responses of the 15 teachers surveyed in grades K-2.

Twelve of the 15 teachers indicated that they had used one or more of the career related activities or units in their classrooms, and ten of these had no suggestions for improving the materials. The most beneficial sections for these teachers were the activities and the audio-visual materials sections. Ten of the teachers stated that the assistance/training they received had a positive effect on their presentation of career education activities in the classroom. The "how to" type of workshop appeared to be the most effective type of training, although on-site assistance was also rated high.

The comments of a majority of the teachers indicate an increase in the self-development attitudes of their students, especially in their awareness of self and others, and the interaction of themselves with others. The teachers' comments show that career related activities are having a positive effect on the students (K-1-2), and all of the teachers affirmed that the career education concept is worthwhile.

IV. CONCLUSIONS

In general, the findings presented in the preceding section indicate that the State Fair Community College Career Education Project has had a successful second year. The data suggest that the project has made a desired impact on teachers in the ten school districts in its area and has been effectively managed. While the findings with respect to the impact of the project on students in the area are not conclusive, this should be viewed as neither alarming nor surprising. The absence of conclusive findings at the student level is not surprising given the newness of the effort, the nature of the outcome areas assessed, the state of the art with respect to measuring these outcome areas, and the design constraints associated with the late start of the evaluation effort and the absence of preassigned control groups.*

Presented in Table 14 on the following page is a summary of the answers to each of the evaluation questions addressed. The first four questions were answered on the basis of student test data, and the nature of the question permits a relatively straightforward response. The answers provided to the other questions are necessarily more subjective or judgemental, but we believe them to be reasonable, based upon the findings and discussions presented in Section III.

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* Even where control groups were used, since they were not designated prior to the project, not systematically matched to the participating group, and may have been subject to influences from state and other non-project related efforts in career education, whatever results were found would be subject to multiple interpretation.

TABLE 14

SUMMARY OF CONCLUSIONS, BY EVALUATION QUESTION

QUESTION	CONCLUSION *
A. Do 3rd grade students of teachers who participated in the project differ from non-participating 3rd grade students with respect to self-awareness?	No (p. 12)*
B. (1) Do 9th grade students who participated in the project differ from non-participating 9th grade students with respect to: (a) knowledge about work, or (b) competence in making career decisions?	No (p. 14)
B. (2.1) Do 12th grade students who participated in the project differ from a normative group with respect to: (a) knowledge about work, or (b) competence in making career decisions?	Yes (p. 16)
B. (2.2) Do 12th grade students who participated in the project and whose teachers scored high on the questionnaire concerning the extent of implementing career education activities in the classroom differ from participating students whose teachers scored low on the same questionnaire?	No (p. 17)
C. (2) To what extent did those students who graduated from project schools locate their employment through their school's guidance counselor and/or the Career Education Job Placement Service? **	So[illegible]e (p. 18)
D. To what extent have job preparation opportunities been expanded for young people in grades 10 thru 14?	Somewhat (24)
E. To what extent did teachers utilize the audio-visual materials provided by the Career Education Resource Center?	To a considerable extent (p. 25)
F. How were the financial resources from Section 142 (c) of Part D of P.L. 90-576 expended at each of the following grade levels: K-4, 5-6, 7-9, 10-12, and 13-14 for the 1974-75 school year?	Essentially as planned (p. 26)
G. How do teachers who have participated in the project react to the project developed curriculum guides and other forms of assistance?	Favorably (p. 31)

* The number in ( ) refers to the pages on which the findings are discussed.

** The answer to question C (1) does not lend itself to this type of summary and does not directly pertain to project effectiveness. Table 7 on page provides a summary.

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As the summary table indicates, the project has been active and moderately effective in the area of placement services. Based on our experience, this is an extremely difficult area in which to make an impact. It is given no more than lip service in many school systems, and there are few models of success. Given this perspective, we view the efforts of the State Fair project in the area of placement as exemplary, even though there is room for increased effectiveness. Clearly a substantial increase in the variety of course offerings and/or the number of openings within existing courses requires an expenditure of resources well beyond the ability of local project staff to provide on their own. In essence, all that can normally be expected is for a project to have served as an advocate for change in the area and to provide technical assistance to local schools and colleges where possible. This the project has done, and that the result was an increase in both variety and number of openings is to be commended.

As the summary table indicates, the impact of the project on the teachers in the area has been positive (questions E and G). The teachers surveyed indicated considerable use of audio-visual materials made available through the project and 92% of the respondents rated the materials as either good or excellent. They also indicated that the assistance and training they received regarding both the audio-visual materials and career education in general had a positive effect on their presentation of career education activities in the classroom. Thus, while not all teachers in the ten school districts were involved in the project and not all of those who were involved reacted favorably to the effort, the favorable responses of the teachers surveyed at all grade levels suggests that the project has had a positive impact and that the groundwork has been well laid for the third year of project activity.

While the answer to three of the four evaluation questions which rely on student test data must be negative (and the positive answer to the fourth may or may not be attributable to the project), in our judgement the bulk of the other findings, coupled with the several plausible explanations for the student data, lead us to the overall favorable conclusion regarding the project's second year. Based on our experience with a variety of educational projects throughout the country, we believe that in part the positive findings discussed above are explained by the project having met the generally necessary (though not sufficient) condition of sound project management, and having developed implementation materials and training which are of direct benefit to the overall goal of infusion of career development concepts into the classroom.

APPENDIX A

The Work Statement for this evaluation specified the inclusion of several deliverable items. This appendix contains copies of the Treatment Group-Outcome Area Table, the Outcome Question/Treatment Group Matrix, and the Evaluation Design Worksheet. The details of the study design are presented in Section II of this report.

TREATMENT GROUP-OUTCOME AREA TABLE

Participants / Treatment	Grades K-4 in 10 School Districts	Grades 7-9 in 10 School Districts	Grades 10-12 in 10 School Districts	Grade 12 & Graduates in 10 School Districts	Teachers in all School District
Elementary Awareness 1. Curriculum infusion	X				
Junior High Exploration/Observation 1. Curriculum infusion 2. Exploration sites		X X			
Senior High Preparation 1. Curriculum infusion			X		
Senior High Placement				X	
Use of Career Education Resource Materials					X
Outcome Area	VI I	IV V	IV V	VIII	

OUTCOME QUESTION/TREATMENT GROUP MATRIX

Outcome Questions \ Treatment Group	Six Schools Grade 3	Seven Schools Grade 9	Ten Schools Grade 12	1974 Graduates Ten Schools	Teachers, All Schools all grades	Teachers K-2, 7-12 All Schools
Question A: Do 3rd grade students of teachers who participated in the project differ from non-participating 3rd grade students with respect to self awareness?	X					
Question B (1): Do 9th grade students who participated in the project differ from non-participating 9th grade students with respect to: (a) knowledge about work, or (b) competence in making career decisions?		X				
Question B (2.1): Do 12th grade students who participated in the project differ from a normative group with respect to: (a) knowledge about work, or (b) competence in making career decisions?			X			
Question B (2.2): Do 12th grade students who participated in the project and whose teachers scored high on the questionnaire concerning the extent of implementing career education activities in the classroom differ from participating students whose teachers scored low on the same questionnaire?			X			
Question C (1): To what extent did students who graduated from project schools engage in further education and to what extent did they secure paid employment?				X		
Question C (2): To what extent did those students who graduated from project schools locate their employment through their school's guidance counselor and/or the Career Education Job Placement Service?				X		
Question E: To what extent did teachers utilize the audio-visual materials provided by the Career Education Resource Center?					X	
Question G: How do teachers who have participated in the project react to the project developed curriculum guides and other forms of assistance?						X

Note 1: The questions are those addressed by the evaluation; as indicated in Section II of the report, it was necessary to modify the questions posed by the Scope of Work. These questions may be related to the USOE student outcome questions listed in the Handbook for the Evaluation of Career Education, as follows: Question A relates to I.C.; B(a) relates to IV.A.; B(b) relates to V.A. &B.; and C relates to various parts of VIII.

Note 2: Evaluation questions D and F are not included because they do not pertain to students, teachers, or any particular group.

EVALUATION DESIGN WORKSHEET

USOE Outcome Area	Evaluation Question	Design	Data Sources	Instrument	Sample	Data Analysis
I. Increased self-awareness	Outcome: Question A: Do 3rd grade students of teachers who participaged in the project differ from non-participating 3rd grade students with respect to self-awareness?	Post only; Comparison group	3rd grade students from 8 school districts in the 3-county area	SOS	Random sample of 30 students from participants in the project (6 schools). Random sample of 30 students who did not participate (4 schools)	t-test
IV. Career Awareness V. Career Decision Making	Outcome: Question B (1): Do 9th grade students who participated in the project differ from non-participating 9th grade students with respect to: (a) knowledge about work, or (b) competence in making career decisions?	Post only; Comparison group	9th grade students from 8 schools in area	CMI Parts 2 and 3	30 participants (Ps) randomly selected from 5 schools in proportion to school's contribution to total Ps; 30 NPs selected at random from 3 schools in proportion to each school's contribution to total number of NPs.	t-test
	Question B (2.1): Do 12th grade students who participated in the project differ from a normative group with respect to: (a) knowledge about work, or (b) competence in making career decisions?	Post only; norm group comparison	12th grade students from 8 schools	CMI Parts 2 and 3	67 participants (Ps) randomly selected from 8 schools in proportion to each school's contribution to total Ps.	t-test
	Question B (2.2): Do 12th grade students who participated in the project and whose teachers scored high on the questionnaire concerning the extent of implementing career education activities in the classroom differ from participating students whose teachers scored low on the same questionnaire?	Post only; comparison of groups of participants				
	Treatment: 1. To what extent did 9th and 12th grade teachers participate in the project activities? 2. To what extent did 9th and 12th grade teachers implement career education activities in the classroom?	Once only (end of year) administered questionnaire	Participating Teachers	Questionnaire for teachers 7-9; questionnaire for teachers grade 12	Random sample of 30 teachers at grades 7-9; census of 12th grade participating teachers	
	Relational: Do students with teachers who (a) are highly involved in project activities, or (b) indicate a high implementation of career education activities, differ from students of other teachers in terms of career awareness and decision making?					f-test and t-test

APPENDIX B

SURVEY INSTRUMENTS

This appendix contains copies of the following:

- Teacher Questionnaire: Grades K - 2; 7 - 9
- Teacher Questionnaire: Grade 12
- Telephone Followup Survey (regarding placement activities)
- Career Education Resource Usage Survey (regarding teacher, counselor, and principal's use of audio-visual materials). The results of the survey are included immediately after the instrument.

QUESTIONNAIRE

ELEMENTARY (K-1-2) AND JUNIOR HIGH SCHOOL (7-8-9)

As you may know, the State Fair Community College Career Education Project Staff has developed several career activity guides for Elementary (K-1-2) and Junior High School (7-8-9) teachers. The purpose of this questionnaire is to obtain information regarding your impressions of and experience with these guides. Please answer each item carefully.

NAME OF TEACHER_____

SCHOOL_____ GRADE LEVEL TAUGHT_____

1. Please indicate how familiar you are with the Career Education Activity Guide developed at SFCC:

☐ Not at all familiar

☐ Heard discussed but have not reviewed

☐ Reviewed but have not used (which units or areas of study?_____

_____

☐ Have used one or more Career Related Activities or units of study (which Career Related Activity or unit of study?_____)

- -

If you have used one or more of the Career Related Activities or units of study, please proceed to Question #2. If you have not, please share with us your impressions of the activities or units of study (and your reasons for not using them):

_____

_____

_____

_____

2. a. Did you use any of the Career Related Activities or units of study this school year?

☐ Yes ☐ No

b. If yes, which ones and when did you start and complete the activities or units of study?

Area or Unit of Study	Approximate Date Started	Approximate Date Completed

Did you receive any assistance or training in the use of the activity guide or units of study before you began teaching them:

☐ Yes ☐ No

If yes, describe the assistance/training:

_____

_____

_____

Did the assistance/training help you prepare for the activity or units of study?

☐ Yes ☐ No Please explain below:

_____

_____

_____

In using the activity guide or units of study, did you closely follow the guide (i.e., career related activities, resources, evaluation outcomes) or make major modifications?

☐ Followed Closely ☐ Modified

If modified, indicate how:

Grade Level	Subject	Area or Unit of Study	How Modified

3. What sections of the Career Activities Guide do you feel were the most beneficial (check all that apply)?

☐ Career Related Activity Section

☐ Audio Visual Material Section

☐ Sources of Career and Occupational Information Section

☐ Field Trip Sites and Guest Speakers Section

4. Do you have any suggestions for improving the content of the Career Activity Guides?

☐ Yes ☐ No

If yes, what are these suggestions:

_____

_____

_____

5. Have you noticed any changes in the attitudes or knowledge about self-development on the part of the students that you think may be attributable to the Career Activity Guide areas or units of study?

☐ Yes ☐ No Please explain below:

6. Have you noticed any changes in the attitudes or behavior of students with regard to school that you judge to be attributable to the Career Activity Guide areas or units of study?

☐ Yes ☐ No

If yes, explain: (indicate areas or units of study, if possible)

7. Do you think the Career Education concept is worthwhile?

☐ Yes ☐ No ☐ I Don't Know

Please explain:

PLEASE RETURN IN THE SELF-ADDRESSED ENVELOPE BY MAY 10, 1975.

Thank you for taking the time to assist us in this study.

TEACHER QUESTIONNAIRE

STATE FAIR CAREER EDUCATION PROJECT

Notes to Teachers:

1. This questionnaire has been designed by Development Associates (DA), the third party evaluator for the State Fair Career Education Project. Its purpose is to collect information on teacher activities, and to obtain their judgments about several aspects of the project in which they may, or may not, have been involved.

2. It is not the purpose of the questionnaire to evaluate teacher activities. To this end, no teacher names will be used. For tabulation and analysis purposes, Development Associates would like to have the teacher's name, school, and grade(s) taught. But to insure confidentiality, DA wants each teacher to complete the questionnaire and return it to us via the attached self-addressed envelope. No individual teacher responses will be divulged to the State Fair Community College Career Education Project.

3. Teachers should be aware that not all questions will be pertinent to their grade levels or activities. Where this is the case, simply write NA in the space provided for a response.

Thank you for your time and cooperation.

- -

NAME_____

SCHOOL_____

1. What grade(s) are you teaching this year?_____

2. What subject(s) are you teaching this year?_____

3. For how many years have you been a teacher? _____ years

4. Have you participated in any of the activities of the State Fair Career Education Project? ☐ Yes ☐ No

5. If yes, what activities? Curriculum workshops ☐ Yes ☐ No

   Other (specify):_____

   _____

6. Have you implemented any classroom activities as a result of participating in career education activities? ☐ Yes ☐ No

7. Have you participated in Career Education activities sponsored by sources other than the State Fair Career Education Project within the past two years?

   ☐ Yes ☐ No

What activities?	What sources?	Dates?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

8. Are you including Career Education activities in your normal classroom activities? ☐ Yes ☐ No

9. If so, how long have you been doing so? ☐ This Year ☐ Last Year

☐ Three or more years

10. Do you use career education materials in your classroom activities?

☐ Yes ☐ No

If yes, are they primarily:

a. ☐ Printed

☐ Audio-visual

Check all that apply:

b. ☐ Provided through the State Fair Media Center

☐ Commercially developed and published

☐ Developed by the school system

☐ Developed by career education project staff

☐ Developed by State Education Agency

☐ Developed by University personnel

☐ Developed by you

It will be helpful to this study to learn whether you involve students in your classes in certain selected activities. We are particularly interested in activities provided 12th graders. Please answer each of the following questions as carefully as possible.

11. In the past two weeks, have you had students in your classes engaged in classroom activities designed to increase their:

	YES	NO
a. Interpersonal skills	☐	☐
b. Decision making skills	☐	☐
c. Career exploration skills	☐	☐
d. Job seeking and job getting skills	☐	☐

12. Since September, have you had students in your classes engaged in ten or more classroom activities designed to increase their:

a. Interpersonal skills	☐	☐
b. Decision making skills	☐	☐
c. Career exploration skills	☐	☐
d. Job seeking and job getting skills	☐	☐

Please provide your best judgment of the frequency that each of the following have occurred in your classroom(s) within the past two weeks, the total for this year, and the total for the past school year.

13. How many times have you used guest speakers who related their occupations to course subject matter in your classes:

a. Within the past two weeks_____

b. During this school year_____

c. During last school year ('73-'74)_____

14. How many times have you taken students on career related field trips:

a. Within the past two weeks_____

b. During this school year_____

c. During last school year ('73-'74)_____

15. Approximately how many times have you led class discussions relative to work and careers:

a. Within the past two weeks_____

b. During this school year_____

c. During last school year ('73-'74)_____

16. Approximately how many times have you assigned career related student projects:

a. Within the past two weeks_____

b. During this school year_____

c. During last school year ('73-'74)_____

* * * * * * * *

Please indicate your agreement, disagreement, or lack of opinion for each of the following questions.

17. In your opinion, should it be the responsibility of the classroom teachers to:	AGREE	NO OPINION	DISAGREE
a. Devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.	☐	☐	☐
b. Utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.	☐	☐	☐
c. Help pupils acquire and utilize good work habits.	☐	☐	☐
d. Help pupils develop, clarify, and assimilate personally meaningful sets of work values.	☐	☐	☐
e. Integrate, to the fullest extent possible, the programmatic assumptions of career education into their instructional activities and teacher-pupil relationships.	☐	☐	☐
f. Provide students with specific vocational competencies at a level that will enable students to gain entry into the occupational society.	☐	☐	☐
g. Help students acquire job-seeking and job-getting skills.	☐	☐	☐
h. Participate in the job-placement process.	☐	☐	☐
i. Help students acquire decision-making skills.	☐	☐	☐

18. In your opinion, has the Inservice Training provided by the State Fair Career Education Project prepared you to:

	AGREE	NO OPINION	DISAGREE
a. Devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.	☐	☐	☐
b. Utilize career-oriented methods and materials in the instructional programs, where appropriate, as one means of educational motivation.	☐	☐	☐
c. Help pupils acquire and utilize good work habits.	☐	☐	☐
d. Help pupils develop, clarify, and assimilate personally meaningful sets of work values.	☐	☐	☐
e. Integrate, to the fullest extent possible, the programmatic assumptions of career education into their instructional activities and teacher-pupil relationships.	☐	☐	☐
f. Provide students with specific vocational competencies at a level that will enable students to gain entry into the occupational society.	☐	☐	☐
g. Help students acquire job-seeking and job-getting skills.	☐	☐	☐
h. Participate in the job-placement process.	☐	☐	☐
i. Help students acquire decision-making skills.	☐	☐	☐

19. In your opinion, should the business-labor-industry community:

a. Provide observational, work experience, and work-study opportunities:			
1) For students:	☐	☐	☐
2) For those who educate students.	☐	☐	☐
b. Serve as career development resource personnel for teachers, counselors, and students.	☐	☐	☐
c. Participate in part-time and full-time job placement programs.	☐	☐	☐
d. Participate actively and positively in programs designed to lead to a reduction in worker alienation.	☐	☐	☐
e. Participate in career education policy formulation.	☐	☐	☐

20. In your opinion, should Counseling and Guidance personnel:	AGREE	NO OPINION	DISAGREE
a. Help classroom teachers implement career education in the classroom.	☐	☐	☐
b. Serve, usually with other educational personnel, as liaison contacts between the school and the business-industry-labor community.	☐	☐	☐
c. Serve in implementing career education concepts within the home and family structure.	☐	☐	☐
d. Help students in the total career development process, including the making and implementation of career decisions.	☐	☐	☐
e. Participate in part-time and full-time job placement programs and in follow-up studies of former students.	☐	☐	☐
21. In your opinion, should educational administrators and school boards:			
a. Emphasize career education as a priority goal.	☐	☐	☐
b. Provide leadership and direction to the career education program.	☐	☐	☐
c. Involve the widest possible community participation in career education policy decision making.	☐	☐	☐
d. Provide the time, materials, and finances required for implementing the career education program.	☐	☐	☐

* * * * * * *

NOTE: The following questions have to do with job development and placement. Their focus in on grade 12.

22. Do you provide career guidance or couseling to your students?

☐ Yes ☐ No

a. Did you do so last year? ☐ Yes ☐ No

b. Are you doing this more or less than last year?

☐ Less than last year

☐ About the same

☐ More than last year

23. Have you assisted students in your classes in obtaining paying jobs this year?

☐ Yes ☐ No

If yes, please indicate the number:	This Year	Last Year
a. of students placed in part-time jobs during the school year	____	____
b. of students placed in part-time jobs for the summer	____	____
c. of seniors placed in full-time jobs (or who will be upon graduation this year)	____	____
d. of students referred to:		
- employers	____	____
- employment agencies	____	____
- other sources for employment	____	____

PLEASE RETURN TO US BY MAY 10, 1975.

Thank you for taking the time to assist us in this study.

TELEPHONE FOLLOW-UP SURVEY

CAREER EDUCATION PROJECT

I am _____
Name Title and/or school
and we are conducting a telephone follow-up survey of our high school graduates. This information is for statistical purposes and to assist your Alma Mater and the SFCC Career Education Job Placement Service in providing better service to students and the community. Your assistance in answering these questions is appreciated.

Name _____
Last First Middle
Address _____

_____
City State Zip Code
Phone No. _____ Sex: ____M ____F

What are you (the graduate) doing now? _____

If Employed:

_____
Name of Employer
_____
Address
_____
City State Zip
_____
Job Title

If in School:

_____
Name of School
_____
Address
_____
City State Zip
_____
Course of Study

Length of time at present activity: _____

Describe the activity by checking the most appropriate response:

EMPLOYMENT
____Working Full-Time
____Working Part-Time
____Unemployed Want Work
____Unemployed not Seeking Work
____Working Part-Time Seeking Full-Time Work

SCHOOL
____In School Full-Time
____In School Part-Time

HOW WERE YOU TRAINED FOR YOUR EMPLOYMENT
____In High School
____In College
____In T.E.C.
____In Apprenticeship Program
____On-The-Job Training

IN WHAT TYPE SCHOOL ARE YOU ENROLLED?
____Jr. College
____College
____T.E.C.
____Other

OTHER
____Army
____Navy
____Air Force
____Marines
____Coast Guard
____National Guard Reserve
____Housewife
____Other

Did you locate employment through your high school guidance counselor and the Career Education Job Placement Service? ____Yes ____No.

Do you plan to enroll in any further educational or training program?
____Yes ____No. Where, if known _____

Please make additional comments on back.

CAREER EDUCATION RESOURCE USAGE SURVEY

1. Have you visited the Career Education Resource Center located at SFCC?
   ___ Yes ___ No

2. Have you used any material provided by the Career Education Resource Center at SFCC?
   ___ Yes ___ No

If "No", the following questions will not apply. Simply mail forms back to us in the enclosed self-addressed envelope. If "Yes", complete the following and mail back to us.

3. Number of times you have checked out or used materials from the Resource Center.
   ___ 1-5 ___ 6-10 ___ Over 10

4. Types of materials used. (Please check all that apply.)

Kits	___	Books	___
Book Series	___	Periodicals	___
Posters	___	Microfiche	___
Realia	___	Games & Puzzles	___
Films	___	Slide Tape Presentations	___
Filmstrips	___	Cassettes	___

5. Grade levels with which you have used these materials. (Mark all that apply.)
   ___ K-6 ___ 7-9 ___ 10-12

6. Approximate number of students <u>you</u> exposed to these materials.
   ___ 1-25 ___ 26-50 ___ 51-75 ___ Over 75

7. Have you shared these materials with another staff member?
   ___ Yes ___ No

8. If yes, how many staff members? ___ 1-5 ___ 6-10 ___ Over 10

9. Grade levels with which other staff members have used these materials. (Mark all that apply.)
   ___ K-6 ___ 7-9 ___ 10-12

10. Approximate number of students exposed <u>by other staff members</u>.
    ___ 1-25 ___ 26-50 ___ 51-75 ___ Over 75

11. How would you rate the overall quality of the materials you have used from the Career Education Resource Library?

    ___ Excellent ___ Fair ___ Good ___ Need Improvement

12. Would you attend a workshop where additional materials will be exhibited and demonstrated?
    ___ Yes ___ No

After you have completed the survey, please mail in the enclosed self-addressed envelope.

80

THANK YOU

STATE FAIR COMMUNITY COLLEGE CAREER EDUCATION PROJECT
CAREER EDUCATION RESOURCE USAGE SURVEY

Item	Teachers N=70		Counselors N=15		Principals N=25		Total N=110	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
1. Have you visited the Career Education Resource Center located at SFCC?								
- Yes	40	57	11	73	13	52	64	58
- No	30	43	4	27	12	48	46	42
2. Have you used any material provided by the Career Education Resource Center at SFCC?								
- Yes	62	89	9	60	11	44	82	75
- No	8	11	6	40	14	56	28	25
3. Number of times you have checked out or used materials from the Resource Center.								
- No response	9	13	6	40	15	60	30	27
- 1 - 5	51	73	8	53	8	32	67	61
- 6 - 10	7	10	1	7	1	4	9	8
- Over 10	3	4	0	0	1	4	4	4
4. Types of materials used. (Please check all that apply)								
- Kits	46	66	5	33	9	36	60	55
- Book Series	17	24	3	20	2	8	22	20
- Posters	16	23	0	0	1	4	17	15
- Realia	2	3	0	0	1	4	3	3
- Films	19	27	2	13	4	16	25	23

Item	Teachers N=70		Counselors N=15		Principals N=25		Total N=110	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
- Filmstrips	24	34	4	27	4	16	32	29
- Books	17	24	2	13	2	8	21	19
- Periodicals	5	7	0	0	1	4	6	5
- Microfiche	1	1	2	13	0	0	3	3
- Games and Puzzles	13	19	2	13	2	8	17	15
- Slide Tape Presentations	8	11	1	7	1	4	10	9
- Cassettes	19	27	1	7	5	20	25	23
5. Grade levels with which you have used these materials. (Mark all that apply)								
- K - 6	31	44	2	13	8	32	41	37
- 7 - 9	23	33	4	27	2	8	29	26
- 10 - 12	18	26	5	33	3	12	26	24
6. Approximate number of students you exposed to these materials.								
- No response	8	11	7	46	14	56	29	26
- 1 - 25	15	21	0	0	2	8	17	15
- 26 - 50	23	33	1	7	2	8	26	24
- 51 - 75	11	16	3	20	1	4	15	14
- Over 75	13	19	4	27	6	24	23	21
7. Have you shared these materials with another staff member?								
- Yes	49	70	6	40	10	40	65	59
- No	12	17	3	20	1	4	16	15
- No response	9	13	6	40	14	56	29	26

Item	Teachers N=70		Counselors N=15		Principals N=25		Total N=110	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
8. If yes, how many staff members?								
- No response	21	31	9	59	15	60	45	40
- 1 - 5	47	67	4	27	8	32	59	54
- 6 - 10	1	1	1	7	2	8	4	4
- Over 10	1	1	1	7	0	0	2	2
9. Grade levels with which other staff members have used these materials. (Make all that apply)								
- K - 6	27	39	2	13	8	32	37	34
- 7 - 9	12	17	4	27	2	8	18	16
- 10 - 12	12	17	2	13	1	4	15	14
10. Approximate number of students exposed by other staff members.								
- No response	30	43	9	60	15	60	54	49
- 1 - 25	10	14	0	0	4	16	14	13
- 26 - 50	12	17	1	7	1	4	14	13
- 51 - 75	6	9	0	0	2	8	8	7
- Over 75	12	17	5	33	3	12	20	18
11. How would you rate the overall quality of the materials you have used from the Career Education Resource Library?								
- Excellent	38	54	6	40	6	24	50	45
- Good	19	27	3	20	4	16	26	24
- Fair	5	7	0	0	1	4	6	5
- Need improvement	0	0	0	0	0	0	0	0
- No response	8	12	6	40	14	56	28	26

Item	Teachers N=70		Counselors N=15		Principals N=25		Total N=110	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
12. Would you attend a workshop where additional materials will be exhibited and demonstrated?								
- Yes	56	80	9	60	10	40	75	68
- No	3	4	0	0	1	4	4	4
- No response	11	16	6	40	14	56	31	28

CONCLUSIONS/IMPLICATIONS/RECOMMENDATIONS

A number of conclusions, implications, and recommendations may be drawn from the activities and findings of the second year of the Career Education Project.

Conclusions

1. The findings presented indicate that the State Fair Community College Career Education Project has had a successful second year.

2. The data suggests that the project has made a desired positive impact on teachers in the ten school districts and has been effectively managed.

3. The line of communication between schools and project staff is well received and well established.

4. The project has been active and moderately effective in the area of placement services.

5. Considerable use of audiovisual materials made available through the project took place and 92 percent of the respondents rated the materials as either good or excellent.

6. The "how to" type workshops appeared to be the most effective type training and on-site assistance was also rated high.

7. In-service training was provided to all professional members in nine of the ten school districts. (See Table 7, page 22)

8. Results of the student test data in grades 3 and 9 showed no significant difference between non-participants and participants when measuring self-awareness, knowledge about jobs and career decisions.

9. Results of the student test data in grade 12 showed significant difference between mean scores of participants and the normative group on which the test scores were standardized. It is not possible to conclude that these findings resulted from project participating, since no pre-data was gathered.

10. The summer work observation program has been expanded to include both eighth and ninth grade students (1817 total) from the ten school districts.

11. All school districts have agreed to release one individual per building for one day per month as the Career Education Coordinator to coordinate career education activities in that building.

Implications

1. "How-to" workshops seem to be the most effective type training along with on-site assistance.

2. Services provided through the audio-visual library will be used if teachers see benefits of these materials and services in their classrooms.

3. Release time individuals in each building may provide the coordination activities needed to articulate the career education program in that building.

4. Placement activities should be conducted on a systematic basis to provide information that may be used by the school districts.

Recommendations

1. Continue providing on-site assistance to all teachers with staff personnel spending three to four days per week in the schools.

2. Hold in-service training session with building principals and other administrative staff in their districts.

3. Use unobligated funds from this fiscal year to organize in-service sessions for teachers during the summer months.

4. Use base-line data obtained this project year for evaluative purposes for next year.

5. Continue providing audio-visual library services as well as additional acquisition of career education materials.

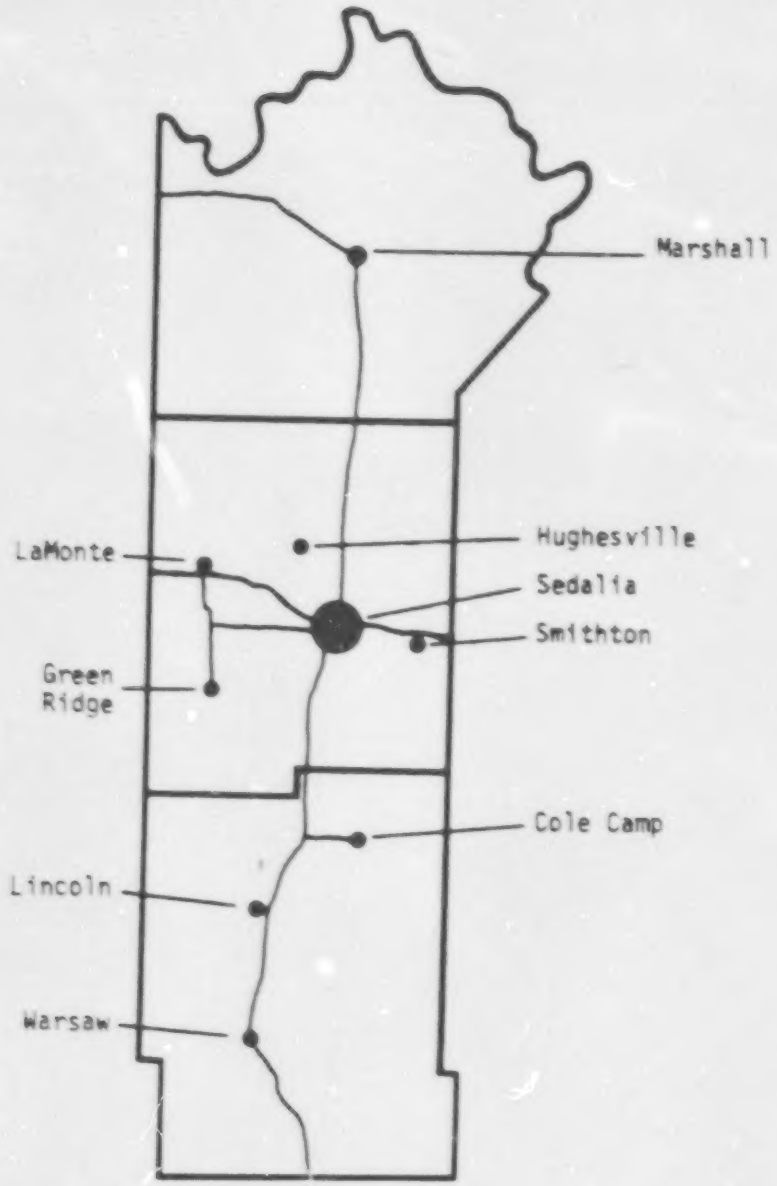
6. Continue providing job development, placement and follow-up activities for all districts.

7. Continue providing three days of in-service training for designated teachers in various grade levels.

8. Conduct in-service activities in various districts concerning audio-visual materials and use of audio-visual equipment.

APPENDIX A

GEOGRAPHIC AREA SERVED



APPENDIX B

ROSTER OF PROJECT ADVISORY COMMITTEE MEMBERS

Mr. Harry Browder
Director Guidance Services
Smith-Cotton High School
Sedalia, MO 65301

Mr. Duane Brodersen
Supt. Lincoln High School
Lincoln, MO 65338

Dr. Alvin Lowe
Supt. Marshall High School
Marshall, MO 65340

Dr. John A. Boise
Supt. Warsaw High School
Warsaw, MO 65355

Mr. Ordell Sholl
Supt. La Monte High School
La Monte, MO 65337

Mr. Leland K. Foster
Supt. Green Ridge High School
Green Ridge, MO 65332

Mr. Vergil Oglevie
Supt. Cole Camp High School
Cole Camp, MO 65325

Mr. G. William Lehman
Prin. Sacred Heart High School
Sedalia, MO 65301

Mr. Paul McKee
Supt. Northwest High School
Hughesville, MO 64334

Mr. Wendell Ware
Supt. Smithton High School
Smithton, MO 65350

Dr. Nancy Walters
Associate Professor Guidance
CMSU Warrensburg, MO 64093

Mr. Charles Foster
Director Guidance Services
State Department of Education

Dr. Frank Drake
Coordinator Career Education
State Department of Education

Dr. Bill Garber
Division of Business & Economics
CMSU Warrensburg, MO 64093

Mrs. Nila Hibdon
Dean Vocational-Technical Education
State Fair Community College

Mr. J. Leo Hayob
Exec. Dir. Chamber of Commerce
Marshall, MO 65340

Dr. Joyce Fielding
Dean Student Personnel
State Fair Community College

Dr. Marvin Fielding
Vice President for Instruction
State Fair Community College

Mr. Bob Heitmeyer
Area Youth Specialist
P.O. Box 1146
Sedalia, MO 65301

APPENDIX C

SAMPLE LETTER OF COMMITMENT

After having worked with the Career Education Project at State Fair Community College for one year and having reviewed the commitment made by our school district for the first year, we are prepared to make the following commitment for the second year of the project:

1. We will provide a minimum of three days of release time for _____ teachers in grades 3-4, a minimum of three days of release time for _____ teachers in grades 7-8-9, and a minimum of three days of release time for _____ teachers in grades 10-11-12 to work with the project staff in the selection and development of materials and to participate in workshops. We will assume the responsibility for the salaries of these individuals during this period of time. The estimated cost for our staff's participation is _____. It is our understanding that travel and other expenses will be paid by the project's travel budget.

2. We have scheduled one full day of in-service training related to Career Education for our entire professional staff before the start of the 1974-1975 school year. It is our understanding that the Career Education Project staff will provide the in-service training. The estimated cost of our staff participation in this one day in-service training is _____.

3. We will strongly encourage our administrative and counseling staff to become involved in the planning and execution of the project's activities and will provide some time in each educational unit for the individuals who participate in the workshops to work with other staff members in their respective schools.

4. I, or my representative, will serve in an advisory capacity to the project staff. We will designate a representative or representatives in each secondary school unit to work with the project staff member who is responsible for the placement of all students who exit.

These preceding items represent our commitment to the project during its second year of operation. If, in our judgment, the project makes a significant contribution to the educational opportunities of our students, we will extend our second year commitment for a third year as defined in Sections 1-3-4 above.

After the third year, if, in the best judgment of District 200 officials and the Board of Education, this project makes a significant contribution to the educational opportunities for District 200 students, we will continue to support those aspects of the program that are successful, to the extent that District 200 's financial condition will permit, when federal funds are terminated.

Enclosed for your submission to the U. S. Office of Education is a policy statement developed by our Board.

APPENDIX D

SAMPLE POLICY RESOLUTION

The Board of Education of the _____ School District in session on _____, adopted by _____ decision, the following policy resolution:

It is the intent of the Board of Education of the _____ to continue to develop a comprehensive vocational program to serve post-secondary youth and adults, high school youth, individuals with special needs and adults who are in need of acquiring salable skills. The proposed comprehensive career education project would allow the college to offer career education services to a larger number of individuals and to expand career education services in new areas--K-6 career awareness, 7-8-9-10 career exploration, 11-12 skill training in cluster curriculum and job placement service to all area youth.

Undersigned hereby certify that the above is a true and exact copy of policy resolution adopted by the Board of Education and appearing in the official minutes for the Board of Education of the _____ dated _____.

_____

President, Board of Education

_____

Superintendent

APPENDIX E

SECOND YEAR ELEMENTARY PARTICIPANTS

Name	School
Grade 3	
Irene Sims	Benton, Marshall
Ethal Alcorn	Lincoln
Judy Kinkead	Warsaw North
Bonnie Diefendorf	Sacred Heart
Carol Ray	Mark Twain
Sue Logan	Washington
Fern Trautman	Jefferson
Ruth Binderup	La Monte
Grade 4	
Joan McKinney	Benton, Marshall
Jean Redford	Eastwood, Marshall
Pat Carlin	Warsaw South
Nancy Maxwell	Cole Camp
Helen Chalfant	La Monte
Elizabeth Bronson	Sacred Heart
Helen McNew	Horace Mann
Carol Klein	Striped College
Betty Greer	Heber Hunt
Kathy Hinken	Whittier
LaRue Armes	Warsaw South
Sarah Davies	Smithton
Delores Foster	Hubbard, Special Education
Matha Koch	Green Ridge, L. D.
Jane Thompson	Marshall, Guidance

APPENDIX F

MONTHLY VISITATION LOG

Staff Member_____ Code: T-Teacher C-Counselor
A-Administrator E-Employer
Month_____, 19____ O-Other L-Librarian
S-Student

Date	School	Person	Code	Notes

APPENDIX G

ELEMENTARY FIELD-TESTING COMMENTS

Item Used	Comments
"Dynamo Power" Youcan Company	"This program was well received by my kindergarten classes. The circus theme is highly exciting for children of this age. The tapes are quite clear and colorful; however, the pictures of each unit seem to be rather cold instead of exciting. The designs for flannel board characters and puppets are darling but it seems like too much teacher work at this level. The kit itself is expensive, and then I had to spend $20 for felt and other supplies to make the puppets and characters."
"You and Your Friends" Benefic Press, Kit B	"This was really marvelous way to introduce first graders to the people who work in a school and a few basic school rules. I think this led to good discussion among the students. It gave me a good opportunity to thoroughly discuss and explain many school rules without just saying "we must do this" or "we must not do that." The students loved the kit and the pupil books. They looked forward to coloring and drawing the pictures. I feel like the kit helped me learn quite a bit about my pupils. They were eager to discuss the things they drew and why they drew them. I think it was a total success."
"You and Your Family" Benefic Press, Kit A	"You and Your Family is an excellent unit for kindergarten children. It brings to the teacher a wealth of ideas "things to talk about, to do, and to read." I feel the kit could serve as the core of the kindergarten area of study titled "The Home-Family Roles" in the Career Education Guide."
Drawing Life-Size Pictures of Ourselves (Career Education Guide)	"The children really enjoyed the film; however, there were too many comments that it was too short. The children enjoyed drawing pictures of what jobs they intended to do. I found that it was a little early in the year to see much variety. There were many policemen, firemen, nurses, and teachers. It is possible that this activity would elicit a better response if done later in the school year."
"What My Daddy Does" (Career Education Guide)	"Tools used or clothing worn by fathers in their jobs add a bonus to this already enjoyable discussion."

Item Used	Comments
"Duso Kit"	"The Duso Kit is a valuable tool to work with. We have had weekly experiences learning the songs and stories as well as the guidance provided by the discussion periods." "First graders are not easily impressed with what they learn but rather by the vehicle used and the presentation. All felt this was fun and enjoyed it, but questioned whether they had learned anything as they had nothing tangible such as a math paper with a star on it. After some explanation, most agreed they had learned something but were still somewhat skeptical." "I intend to use DUSO and his friends and stories in my classroom for the remainder of the year."
"Making a Booklet About Myself" (Career Education Guide)	"This was fun today, good for shy children (a way of expressing themselves). We included the child, his family, home pets, interests,and pictures drawn by each individual."
"The Most Important Person" Series	"In summary, I felt these films were extraordinary. After viewing the films, the children demonstrated that they had a much better self-concept. "The films were of a high interest level. The children were always anxious to view the films. If a child missed a film, he always made a special effort to view it after classes were dismissed for the day. I recommend the film be shown twice (as the manual suggests) to achieve optimum learning. The children always ask to see it again." "I found the materials exciting, informative, and a great help in developing better self-concepts in the younger child. The children responded readily to the ideas projected through the puppet plays, posters, films, and songs with each lesson. I also noticed a change in attitudes and self-concepts with some children. They put into practice what they learned from the material." "The children enjoyed particularly the music. They never grew tired of the song, "The Most Important Person." This song introduced every film. The words were important and with each film, I could see the older children realizing that the words meant something a little different each time. The musical arrangements exposed the children to a variety of types of music."

APPENDIX H

DESIGNATED JUNIOR HIGH TEACHERS

Mr. Rodney Farmer
Lincoln R-II School
Lincoln, MO 65338

Mr. Dan Rippel
Junior-Senior High School
Marshall, MO 65340

Ms. Marita Bray
Junior-Senior High School
Marshall, MO 65340

Ms. Joyce Schreck
Sacred Heart High School
Sedalia, MO 65301

Mr. David Steele
Sacred Heart High School
Sedalia, MO 65301

Mr. Phil Denny
Sedalia Junior High School
Sedalia, MO 65301

Mr. Conley McAnally
Sedalia Junior High School
Sedalia, MO 65301

Ms. Kerry Vitkus
La Monte R-VI School
La Monte, MO 65337

Ms. Lenore Harms
Cole Camp R-I School
Cole Camp, MO 65325

Ms. Jane Parker
Green Ridge R-VIII School
Green Ridge, MO 65332

Mr. Wes Rinnan
Smithton R-VI School
Smithton, MO 65350

Mr. John Miller
Warsaw R-IX School
Warsaw, MO 65355

Ms. Ruth Ann Darby
Northwest High School
Hughesville, MO 65334

Mr. David Sparks
La Monte High School
La Monte, MO 65337

APPENDIX I

COMPOSITE LIST OF BOOKS, PERIODICALS, AND RESOURCE MATERIALS
PURCHASED BY PROJECT

Books

Manpower and Economic Education
Mathematics for Career Education
Career Education: What It Is and How To Do It
Career Education and the Elementary School Teacher
Career Education in the Middle/Junior High School
Career Education: New Approaches to Human Development
Career Education: A Curriculum Design and Instructional Objectives Catalog
Planning and Organizing Career Curricula: Articulated Education
Alike and Different
Career Guidance: A Handbook of Methods
Handbook of Curriculum Design for Individualized Instruction: A Systems Approach
Planning, Implementing, and Evaluating Career Preparation Programs
Preparing and Using Individualized Learning Packages for Ungraded, Continuous Progress Education
How to Write and Use Performance Objectives to Individualized Instruction (4 volumes)
Career Development Activities
Occupations and Careers
Behavioral Objectives in Curriculum Development
Criterion--Referenced Measurement
Come to Work With Us Series (12 titles)
What Happens Series (19 titles)
Early Career Books (26 titles)
Medical Books for Children (19 titles)
Basic Understanding Series (22 titles)
Child Care Professional Set
Dollar Power
Viewing Your Career
Consumer Purchasing
Career Education Program, Volume II, Grades 7-9
Creative Woodwork in the Kindergarten (2 copies)
Teaching Children About Technology
The World of Communications: Visual Media
Developing Students' Potentials
Ginny, The Office Assistant
Phil, The File Clerk
My Career Guidebook (Counselor's and Teacher's Manuals, also)
How to Get a Job
How to Choose Your Work
Career Exploration and Planning (Teacher's Manual and Student Workbook)
Career Mathematics: Industry and the Trades (Teacher's Edition)
Mathematics for Daily Living (With Workbook)
The Parents' Role in Career Development

Books (cont.)

Guidelines for the Preparation and Evaluation of Career Information Media
Careerism: How to Select a Successful Career
Career Guidance Practices in School and Community
Perspectives on Vocational Development
The Maturity of Vocational Attitudes in Adolescence
Community Helpers Series (2 titles)
Carpentry for Children (2 books)
NVGA Bibliography of Current Career Information, 1973 Edition (3 books)
Exploring Careers in Child Care (Includes text, activity manual, and teacher's guide)
General Drafting
The Waiter and Waitress Training Manual
Introduction to Occupations (2 books)
Job Applications and Interviews
Mathematics for Industrial Careers
Careers: Exploration and Decision (Teacher's guide)
Decisions and Outcomes (Leader's guide)
Career Education Job Placement Directory
Art Career Guide
A Leader's Guide to Great Expectations
Deciding (Teacher's guide)
Exploring Careers in Industry
Exploring Careers in Data Processing
Occupational Outlook Handbook, 1974-75
What Color Is Your Parachute?
Values and Decisions Series (10 titles)
The Black Experience in America Series (10 titles)
Childcraft (2 sets with 15 volumes each)
The Metric System (5 titles)

Periodicals

Career World
Career Education Digest
A Highway to Work and Play
Let's Find Out
18 Almanac: A Handbook for Leaving High School
EMPHASIS Career Education

Posters

Mothers Do Many Kinds of Work
Career Education Model K-Adult (2 copies)
Community Helpers Bulletin Board Cut-Outs
Transportation Posters
Career Posters in Subject Areas (13 posters)
Guidance Publications Chronicle Posters (9 posters)
A Career for You
Career Education is Discovery

Posters (cont.)

The Job-Finding Posters (6 titles)
Lifestyles 2000
Occupational Clusters
I Want You (to Have a Good Career)
When You Grow Up . . .

Filmstrips and Cassettes

Educations for Occupations
World of Work: Vocational Opportunities (Part 1, Part 2)
Are You Looking Ahead?

Cassettes

Carbon Duplication

Films

World of Work

Microfiche

153 articles on file

Kits

Duo-Media Career Education Kit
Duso D-I (3 kits)
Duso D-II (kits)
Career Awareness Program: Featuring Popeye the Sailor (2 kits)
Job Experience Kit
The Changing Work Ethic
Preparing for After Graduation
"I Want to Be" Tree
KNOW--Knowledge Needed to Obtain Work
Careers in Agriculture
Careers Unit (2 kits)
World of Work (2 kits)
Office Worker Series
How Do You Feel?
Educator's Kits
Experimental Development Program Unit A: You and Your Family
Experimental Development Program Unit B: You and Your Friends
Experimental Development Program Unit C: You and Others
When I Grow Up, I Want to Be . . .
The Most Important Person
Coalition
A Career in Engineering
The Metric System

Kits (cont.)

Compulearn Career Education Program
Off We Go to the Aquarium
Off We Go to the Bike Factory
Off We Go to the Auto Proving Ground
Career Awareness Series
Payroll Clerk
Career Education Program
World of Work, Part I, Part II
Education for Occupations
The Paycheck Puzzle
Jobs and Gender
Career Education Series A and B
Dynamic Consumer Decision-Making
Getting a Job
Careers in the Fashion Industry
Careers in Health
Careers in the Food Industry
Family Financial Statement
Life Issues of Older Teens
Finding and Getting a Job
Setting Goals
Interpersonal Relationships
A Career in Computers
Understanding Your Parents
Career Values: What Really Matters to You
What You Should Know Before You Go to Work
Job Hunting: Where to Begin
Your First Week on the Job
Testing, Testing, Testing
Job Attitudes: Liking Your Job and Your Life
Job Attitudes: A Job that Goes Someplace
Forming Beliefs
Developing Values
Understanding Emotions
Shaping Identity
Improving Your Study Skills
Pistachio Productions
Careers in Housing
Preparing for the Jobs of the 70's
Typical Gyps and Frauds
So You Want to Use Credit
Banking and Banking Services
Let's Go Shopping
So You Want Wheels
Money Management
The Marketplace
Consumer Law
Insurance
Saving and Investing
Housing
Hat in the Ring

APPENDIX J

WORK OBSERVATION/EXPLORATION STUDENT INTEREST FORM

SUMMER WORK OBSERVATION INTEREST FORM

Name_____ School_____
(First) (Middle) (Last)

Home Address_____
(Street or Box) (City)

Name of Parent or Guardian_____
Telephone No._____ Principal_____
Do you plan on having a summer job this year? Yes____ No____
If you know the place, please list the name and address.

_____

In order of preference, list below those jobs you would like to visit.

1._____

2._____

3._____

APPENDIX K

DESIGNATED SECONDARY TEACHERS

Mr. Mark Thomeczek
Marshall High School
Marshall, MO 65340

Mr. Carl Collins
Marshall High School
Marshall, MO 65340

Mrs. Evelyn Deininger
Green Ridge R-VIII School
Green Ridge, MO 65332

Mrs. Susan Bybee
La Monte R-IV School
La Monte, MO 65337

Mr. Larry Huffman
Lincoln R-II School
Lincoln, MO 65338

Mrs. Ruth Ann Walk
Smithton R-VI School
Smithton, MO 65350

Mrs. Diane Morarity
Sacred Heart High School
Sedalia, MO 65301

Mrs. Becky Schnakenberg
Cole Camp R-I School
Cole Camp, MO 65325

Mr. Jim Armes
Warsaw R-IX School
Warsaw, MO 65355

Mr. Stan Bohon
Smith-Cotton High Scool
Sedalia, MO 65301

Mr. Stuart Gressley
Smith-Cotton High School
Sedalia, MO 65301

Ms. Rosalie Smith
Smith-Cotton High School
Sedalia, MO 65301

Ms. Jinny O'Donnell
Smith-Cotton High School
Sedalia, MO 65301

Mr. Skip Schulz
Smith-Cotton High School
Sedalia, MO 65301

Ms. Elizabeth Yurasich
Smith-Cotton High School
Sedalia, MO 65301

Mr. Selvin Royal
Smith-Cotton High School
Sedalia, MO 65301

Mrs. Beth Phillips
Sacred Heart High School
Sedalia, MO 65301

Mr. Alan Meyer
Warsaw R-IX School
Warsaw, MO 65355

Mr. Terry Phillips
Warsaw R-IX School
Warsaw, MO 65355

Ms. Sarah Fricke
Northwest High School
Hughesville, MO 65334

Mr. Russ Whyte
Marshall High School
Marshall, MO 65340

APPENDIX L

ADVISORY COMMITTEE MEMBERS

Marketing Occupations

Mrs. Marjorie Garansson
108 East 5th Street
Sedalia, MO 65301

Mrs. Carol Joquel
Show-Me Real Estate Agency
1700 West 9th Street
Sedalia, MO 65301

Mrs. Maxine Griggs
Maxine's Restaurant and Lounge
200 Industrial Drive
Sedalia, MO 65301

Mr. Jim Edwards
J. C. Penney Store
Sedalia, MO 65301

Mr. Paul Stoehr
Roths Department Store
Thompson Hills Shopping Center
Sedalia, MO 65301

Mr. Ken Brown
1521 Roxane
Warsaw, MO 65355

Mr. Bill Hall
Rival Manufacturing Co.
16th & Lamine
Sedalia, MO 65301

Mr. Phillip Nelson
Parkhurst Manufacturing Co.
2503 West Broadway
Sedalia, MO 65301

Mr. Bobby Moore
Pittsburgh Corning Corporation
Sedalia, MO 65301

Mr. Tom Gowan
Orschelns Farm Supply
Highway 65 South
Sedalia, MO 65301

Mr. Russ Woodyard
American Electrical Industries
Highway 50 West
Sedalia, MO 65301

Mr. Wally Frank
Phillips 66 Bulk Station
34d and Hancock
Sedalia, MO 65301

Mr. John Mateja
Maggard Insurance Agency Inc.
415 South Lamine
Sedalia, MO 65301

Health Occupations

Dr. Jerome E. Block, M.D.
Internist
Sedalia, MO 65301

Ms. Verna Moreland, R.N.
Director Nursing Service
Golden Valley Memorial Hospital
Clinton, MO 64735

Mr. Ronald Dickmann, Chief Pharmacist
Bothwell Hospital
Sedalia, MO 65301

Dr. Gary Evert, DDS
Sedalia, MO 65301

Ms. Jean Erwin, C.R.T.T.
Supervisor of Respiratory Therapy Dept.
Bothwell Hospital
Sedalia, MO 65301

Mr. Russell Donnell
Assistant Administrator
John Fitzgibbon Hospital
Marshall, MO 65340

Mr. L. Don Feeback, Administrator
Bothwell Hospital
Sedalia, MO 65301

Mr. Earl Finley, Assistant Superintendent
Sedalia School District #200
Sedalia, MO 65301

Mr. John Finley, Administrator
Rest Haven Convalescent & Retirement Home
Sedalia, MO 65301

Mr. James Striepe, Administrator
Golden Valley Memorial Hospital
Clinton, MO 64735

Ms. Rosalle Hoehl, R.N.
School Nurse
Warsaw, MO 65355

Dr. Chester Kirkpatrick, O.D.
Sedalia, MO 65301

Ms. Gayle Absher, Respiratory Therapy Dept.
Bothwell Hospital
Sedalia, MO 65301

Mr. Stephen A. Laslo
WESCENMO
Sedalia, MO 65301

Ms. Betty Lee, R.D.
Director of Food Service Dept.
Bothwell Hospital
Sedalia, MO 65301

Ms. Marie Nicholson, Manager
Business Office
Bothwell Hospital
Sedalia, MO 65301

Mr. Jerry Osborn, Director
Area Vocational School
Clinton, MO 64735

Mr. Richard Petsch, Administrator
Johnson County Memorial Hospital
Warrensburg, MO 64093

Mr. Dale Pontius, Director
Area Vocational School
Marshall, MO 65340

Mr. Mark Thompson, Administrator
Chastain's of Clinton, Inc.
Clinton, MO 64735

Ms. Irene Spears, R.N.
Director, Nursing Service
Bothwell Hospital
Sedalia, MO 65301

Mr. Eugene Strate, Administrator
Windsor Hospital
Windsor, MO 65360

Dr. Ira White, D.O.
Opthamologist
Sedalia, MO 65301

Mr. Charles Albin, Administrator
Good Samaritan Home
Cole Camp, MO 65325

Mr. John Stephenson
Supervisor of Respiratory Therapy Department
Golden Valley Memorial Hospital
Clinton, MO 64735

Ms. Sue Williams, L.P.N.
Graduate SFCC
PN Program

Mr. Fred E. Davis, President
State Fair Community College
Sedalia, MO 65301

Mr. Marvin Fielding
Vice-President for Instruction
State Fair Community College
Sedalia, MO 65301

Ms. Nila Hibdon, Dean
Vocational-Technical Education
State Fair Community College
Sedalia, MO 65301

Mr. Robert Maxwell, Counselor
Vocational-Technical Education
State Fair Community College
Sedalia, MO 65301

Mr. Robert Woolery, Dean
Community Service
State Fair Community College
Sedalia, MO 65301

Ms. Amy Young, Department Chairman
Health Occupations Education
State Fair Community College
Sedalia, MO 65301

Ms. Sandra Mayer, Instructor
Practical Nursing Program

Ms. Cynthia Henke, Coordinator
Practical Nursing Program

Ms. Dianna Paxson, Instructor
Practical Nursing Program

Ms. Florence McGuire, Instructor
High School Health Occupations

Ms. Jan Striepe, Instructor
Practical Nursing Program

Ms. Ethlyn Schondelmaier, Instructor
Adult Health Program

Ms. Jane Appleton, Instructor
Tipton Project

APPENDIX M

DESIGNATED PLACEMENT SPECIALISTS

Mr. Jay D. Fajen, Guidance Counselor
Cole Camp, MO 65325

Mr. Jack Chambers, Principal
Mr. Harold Finke, Guidance Counselor
Green Ridge, MO 65332

Mr. Donald R. Stratton, Principal
Hughesville, MO 65334

Mr. Ordell Sholl, Superintendent
La Monte, MO 65337

Mr. John Williams, Principal
Lincoln, MO 65338

Mr. Mac Christy, Placement Specialist
Mr. Spencer Fricke, Guidance Counselor
Marshall, MO 65340

Mrs. Nancy Gruenloh, Guidance Counselor
Sacred Heart, Sedalia, MO 65301

Mr. Harry Browder, Director Guidance
Mr. H. N. Branson, Guidance Counselor
Smith-Cotton, Sedalia, MO 65301

Ms. Judy Rogers, Guidance Counselor
Smithton, MO 65350

Mr. Bill Gott, Guidance Counselor
Warsaw, MO 65355

APPENDIX N

SAMPLE SURVEY INSTRUMENT

TELEPHONE FOLLOW-UP SURVEY

I am _____ and we are conducting
Name Title and/or School
a telephone follow-up survey of our high school graduates. This information is for statistical purposes and to assist your Alma Mater and the SFCC Career Education Job Placement Service in providing better service to students and the community. Your assistance in answering these questions is appreciated.

Name _____
Last First Middle

Address _____

_____
City State Zip Code

Phone No. _____ Sex: ___M ___F

What are you (the graduate) doing now? _____

If Employed: If in School:

_____ _____
Name of Employer Name of School

_____ _____
Address Address

_____ _____
City State Zip City State Zip

Length of time at present activity: _____

Describe the activity by checking the most appropriate response:

EMPLOYMENT
____Working Full-Time
____Working Part-Time
____Unemployed Want Work
____Unemployed Not Seeking Work
____Working Part-Time Seeking Full-Time Work

SCHOOL
____In School Full-Time
____In School Part-Time

HOW WERE YOU TRAINED FOR YOUR EMPLOYMENT?
____In High School
____In College
____In T.E.C.
____In Apprenticeship Program
____On-The-Job Training

IN WHAT TYPE SCHOOL ARE YOU ENROLLED?
____Jr. College
____College
____T.E.C.
____Other

OTHER
____Army
____Navy
____Air Force
____Marines
____Coast Guard
____National Guard Reserve
____Housewife
____Other

Did you locate employment through your high school guidance counselor and the Career Education Job Placement Service? ___Yes ___No

Do you plan to enroll in any further education or training program?
___Yes ___No Where, if known _____

Please make additional comments on back.

APPENDIX N (CONTINUED)

CAREER EDUCATION JOB PLACEMENT SURVEY

1. Name_____
(Please print)

Address_____
City State Zip Code

Phone_____ High School_____ Date_____

2. Program of study_____

3. Post-Graduation plans

___A. Seeking full-time employment
___B. Not seeking employment
___C. College; two or four year school; where (if known)_____
___D. Vocational-technical training; where_____
___E. Military; branch_____
___F. Other_____

4. Would you like assistance from the Placement Office in locating employment? ____Yes ____No

5. Are you willing to relocate for employment? ____Yes ____No

6. If you are willing to relocate for employment, how far are you willing to move?

___A. Within 50 miles of Sedalia
___B. Within the state of Missouri
___C. Within the midwest
___D. Anywhere in the U. S.
___E. Would prefer to work_____
City State

7. At what salary do you expect to start full-time employment?

___A. $250 - $350 per month
___B. $351 - $450 per month
___C. $451 - $550 per month
___D. $551 - $650 per month
___E. $651 - up per month

8. List three companies or employers you are interested in working for.

A. Company_____

Address_____

B. Company_____

Address_____

C. Company_____

Address_____

9. Are you working now? ____Yes ____No

9-A. Are you currently employed through C.O.E. program? ____Yes ____No

10. If yes, complete the following information.

Name of business_____

Address_____

Your supervisor_____

Number of hours per week_____ Hourly wage_____

11. If you are working now, how did you find out about the job?

___A. School counselor or school placement office
___B. Newspaper
___C. Missouri Employment Security
___D. On own
___E. Family or friends
___F. High school teacher or staff
___G. Other_____

12. Have you started contacting companies regarding full-time employment for after graduation? ____Yes ____No

13. Please check the following areas where you feel you need more information.

___A. State Fair Placement Office
___B. Private placement agencies
___C. Missouri employment security services
___D. Resume
___E. Job interview
___F. Communication on the job
___G. Letter of inquiry
___H. Thank you letter
___I. Letter of application
___J. Completing application forms
___K. Career decision-making

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REPORTS

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SPEECHES

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Drier, Harry, Speech delivered to Four-State Career Education Conference, Kansas City, Kansas, November 15, 1972.

Gysberg, Dr. Norman, Speech delivered to Four-State Career Education Conference, Kansas City, Kansas, November 17, 1972.

Marland, Sidney P. Jr., Speech delivered to the National Association of Secondary School Principals, Dallas, Texas, January 1971.

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LIST OF INSTRUCTIONAL MATERIALS DEVELOPED

Printed Material

Career Education Newsletter, Volume II, Issues 1 through 8

Career Education Job Placement Directory

Follow-up Survey, 1974 Graduates

Resource List, Career Education Project Audio-Visual Library

Career Exploration/Observation Brochure

Summer Work Observation Program Procedures Handbook

A Guide for the Infusion of Career Related Activities into the Existing Curriculum 3-4

A Guide for Career Exploration 7-9

A Guide for Career Information 7-9

A Guide to Integrate Career Related Activities into Home Economics Curriculum 7-9

A Guide to Integrate Career Related Activities into Social Studies 7-9

A Guide to Integrate Career Related Activities into English 7-9

A Guide to Integrate Career Related Activities into Science 7-9

A Guide to Integrate Career Related Activities into Mathematics 7-9

A Guide to Integrate Career Related Activities into Industrial Arts 7-9

A Guide to Integrate Career Related Activities into Manufacturing 7-9

A Guide to Integrate Career Related Activities into Secondary Level 10-12

Business and Office Occupations Cluster Guide

Agriculture Occupations Cluster Guide

Health Occupations Cluster Guide

Marketing Occupations Cluster Guide

Videotapes

Butter Making, Grade 4
Discussing Occupations, Grade 4
Ice Cream Making, Grade 4

Slide/Tape Presentations

Project Progress 1973-1975 (no audio)

Exploring Careers at Town and Country Shoe Company

Exploring Careers at Lamy Manufacturing Company

Exploring Careers at Rival Manufacturing Company

The Dairy Farm and the Creamery, Grade 4

The Craft Shop, Grade 4

Shoebox Kits (Individualized Hands-on Project)

Plumber

Electrician

Seamstress

Architect